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CONTENTS

EDITORIAL.		Bardeen's fables.....174
Teachers' salaries.....155		College professors' testimonials. <i>Prof.</i>
Friend or policeman?.....157		<i>Geo. H. Betts</i>175
A proposition in proportion.....158		Cube root.....176
Pay up or get out.....159		How the calendars were used.....177
INSTITUTE.		Oral and written spelling compared....178
Shooting over their heads.....159		N. E. A. investigation.....178
Salaries in New York.....161		Cut out useless words.....179
Thomas Thompson, schoolmaster, IV.		World's Fair notes. <i>R. L. Barton</i>179
<i>Laurel Whittier</i>162		Manufacture of methods of teaching.
Culture and usefulness.....165		<i>Pres. H. H. Seerley</i>180
Institute notes. <i>S. Y. G</i>166		Football returns are now in.....181
Distributed emphasis.....167		The teachers' agency.....181
Density of population.....167		Short stops.....183
Waking up mind.....168		CURIOSITIES AND QUIPS.....184
An interesting recitation.....170		READING AND RECITATIONS.....185
Parsing, once more. <i>Jean S. Rankin</i>171		CORRESPONDENCE.....187
A college president on football.....172		BULLETIN.....188
Pensioning of teachers.....173		

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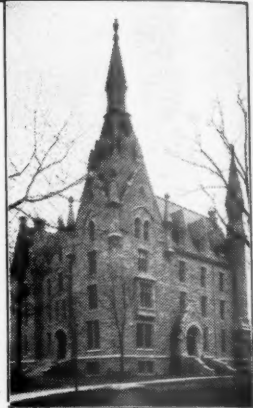
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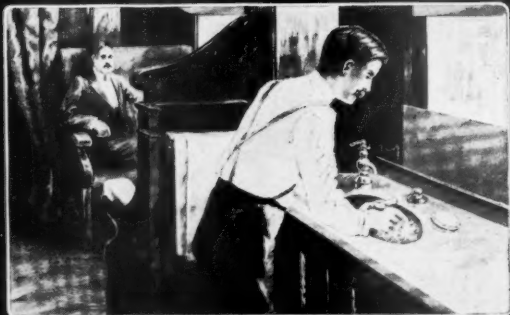
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Teachers' Salaries.

The move to emancipate teachers from the restriction of inadequate salary was greatly promoted at the recent meeting of the Wisconsin State Teachers' Association. A remarkable report was made by Professor A. H. Sage as chairman of a committee which for two years has been

investigating the subject of teachers' wages. The report was an exhaustive, sane and masterful discussion of the subject; it will be printed in full for distribution not in Wisconsin only, but in other states as well, for this is not a subject of merely local interest.

Some startling facts were shown by the report, among them this: In the past nine years city teachers' wages in Wisconsin declined on the average 9 per cent. in the amount of money actually paid, while owing to the increased expensiveness of living, amounting according to the most reliable and conservative estimates to about 27 per cent., the purchasing power of money has decreased, making a total practical falling off in wages of 36 per cent. These are not mere guesses, but are clearly demonstrated facts.

Here is a good point aptly put by Mr. Sage: In a certain little city a cut in teachers' wages "saved the tax payers" \$500 a year. Some members of the board and a few sordid and short-sighted citizens "pointed with pride" to the fact. The loudest in praise of this "retrenchment in the interests of economy and of lightening the burdens of taxation" were a lot of yokels who seemed to think that each one of them personally had been saved \$500 a year. But a few were wise enough to figure that while on the average each citizen had saved 50 cents a year of tax, each had lost on the average the \$499.50 worth of school facilities which the other fellows' half dollars would have bought and in which all the community would have shared. The natural result followed; the fairly competent teachers soon found more lucrative employment elsewhere or in other lines of work, and their places were

taken by a more frowzy and impecunious corps.

Mr. Sage's report was followed by an address on "Service and Salary," by William McAndrew, of New York City, which ought to be heard by every State Teachers' Association in America. He presented the subject not from the selfish view point of the salary grabber, but as a plea for better schools. The spirit of his address may be seen in the following paragraphs:

"Some say that the teacher is not respected because she allows herself to get narrow, petty, and contemptible. Do you think any man or woman gets narrow on purpose? What broadens people? Good literature, good art, good music, good sermons good theatrical representations, fine scenery, mingling with the world's best people, seeing other lands. Fine scenery costs money. Mingling with the world's best people costs money."

"Every once in a while some sanctimonious theoretical hypocrite deplores the growing tendency of teachers to think of the financial condition of the calling. 'It degrades the profession,' such a one complains. * * * We don't want to teach for money. We want to use money to make us teach better. There is no occupation in the world where increase of pay shows more immediate results than in the work of teaching. Even a new gown elevates the grade of class work."

"America, you do need better schools. You are entitled to the best in the world. You ought to have better schools than you have. Come now. Put up for teaching the price you are paying for other expert service; treat teachers as you are treating professionals of a high order, and we'll give you better schools."

Not long ago the editor of this journal heard a discussion of the wage question in a teachers' association in Illinois. O. T. Bright, John W. Cook, Mrs. Ella F. Young and other live people worked up a wholesome enthusiasm in the immense audience, and the association was just about in the right temper to do something practical to encourage the propaganda for fair living wages, when a superintendent, old enough to be wise if years bring wisdom, chilled, although he could not check the ardor aroused by the aforementioned live people, by interjecting a wet blanket sermonet on the holiness of the "calling," the intangible but eternal rewards, the bliss of teaching for the love of the work and the desire to do good, the rapture that

comes to him whose soul is filled with the missionary spirit, the bad taste of even discussing such a subject in a teachers' association, etc. It is hardly necessary to add that "educators" who talk in this vein usually declaim in chesty tones, if they happen to be young, or with a nasal twang if old.

We were informed afterward concerning the speaker at the Illinois meeting referred to that he has been very skillful and successful in pulling his board in the matter of his own comfortable salary, but that in case of the grade teachers his pull is much less effective.

Since beginning to write this, the mail brings the following from a well-balanced, wide-awake superintendent of a city in a Western state:

Dear Friend Gillan:

How is this for a piece of educational claptrap? It is encouraging to learn that we school people are missionaries and martyrs to be paid for services in this world by a draft on the world to come. Very truly yours,

The clipping to which reference is made in the letter is as follows:

THE REWARD OF THE TEACHER.

Superintendent J. W. Carr, Anderson, Ind.

It is no small thing to live amid the purity and innocence of children; to see sunshine and happiness beaming in their faces, and to receive the plaudits of their honest hearts. There is joy in honest service; joy in knowing that some one, yes, every one, is made better and happier because we lived and wrought to-day. And then the thought that we are giving our lives for others; that the seeds of truth and wisdom sown to-day will blossom and bear fruit to-morrow. And then we sometimes dream—dream of seeing the dust and cob-webs of superstition vanish as mist before the sun—dream of a more exalted manhood and womanhood—dream of civic patriotism surpassing martial glory—dream of the democracy of learning and the brotherhood of man—dream that these, our children, will sometime be large, and tall, and beautiful, and good. Are these not rewards enough?—Orville Brewer's Educational Magazine.

Mr. Carr's literary style is that of the chest-toner rather than the nasal-twanger. It would be a safe guess that Mr. Carr is pretty well fixed in the matter of salary or other material resources, and that if his board should take him at his word

there would soon be a vacancy to fill in Anderson, Indiana.

The Wisconsin State Teachers' Association provided for a permanent committee to continue the work of agitating for better schools through better salaries. It will co-operate with similar committees in other states and with the N. E. A. committee having similar work in hand. When these committees get busy there will be something doing.

Friend or Policeman?

Is the teacher's proper function that of friend or policeman? Should the superintendent be what the name of the office implies or should he be a boss? The best service an educational leader can give is to lead, not to drive. He who "lures to brighter worlds and leads the way" is the one who in the end has lasting influence. Outside of the army and the chain-gang the world has little need for those who delight to say "Thou shalt" and "Thou shalt not." What is your ideal as to leadership, and how do you most delight to exert influence? Is it Jesus or Caesar, the sunbeam or the cyclone?

These thoughts were suggested by a general discussion of methods of administration by county superintendents to which the writer recently listened. It was in a state whose administrative policy for some years had been permeated more by the spirit of Caesar than of Jesus, where coercion had come to be looked upon as evidence of virility, and persuasion was a synonym for weakness. A few of the "old guard," enamored of "strenuous" ideals, argued with evident sincerity and conviction that without severely coercive measures the teachers would not attend teachers' institutes. And there is no doubt that the few superintendents who expressed this view made a correct diagnosis of the conditions in their counties. But what an arraignment of the institute was involved in the confession! And it was the more severe because unconsciously made.

"Why do I cuss an' kick that-ar mule, hey?" said the Missouri teamster. "'Cause I hev to; he wouldn't be wuth a dern if I didn't. No, I caint git along 'thout this black-snake whip, not if I drive a mule. Hud-dup thar, you —— ornery, lousy, —— ———! Will I hev to skin ye agin?" Two hundred years ago in the most enlightened country of the world more than a hundred and twenty offenses were punishable by the death penalty, and yet crime was much more prevalent then than now. "What! not hang the yokel that steals a sheep!" said your great-grandfather. "Then whose sheep would be safe?" Less than two generations ago the cat-o'-nine-tails was sincerely believed to be a necessity in the discipline of seamen. It was a choice between that and mutiny, thought the masters of vessels. The rod in school—but that illustration is so familiar that it needs only to be mentioned.

Repression breeds resistance. The Czar and the Nihilist stand related as cause and effect. England and Switzerland, the freest countries in the world to-day, where perfect freedom of opinion is allowed and greater freedom of speech and of the press than in America, are noted for the good order which prevails within their borders.

In managing a school or a corps of teachers, gentle agencies and rational methods on the one hand, stand over against coercion and empiricism on the other. The first works as nature works in molding organic forms by vital forces, the second as a mere mechanic by applying effort from the outside; the one inspires, the other compels.

But freedom, inspiration, leadership in education do not mean license of the go-as-you-please type on the part of the individual. The sunbeam stimulates a great variety of organic growths, but all according to law. Moreover, in the adjustment of human affairs only the crank will carry a doctrine or a practice to its ultimate logical end; well balanced men keep in the

middle ground of good sense. Were it not so, every Democrat would be an Anarchist, every Republican a State Socialist. Many of the virtues are Siamese twins, the other twin being a vice. Who shall locate the line of demarkation between frugality and parsimony? A man may well cultivate the habit of minding his own business, but let him go too far and he becomes a recluse, perhaps a hermit. The spendthrift and the miser, the dude and the sloven, the hoiden and the severely correct "blue stocking" are not laudable types to be emulated, but between these and other similar pairs of extremes all sensible people are found. In conducting a school or in superintending a corps of teachers, it does not follow that because clubs and whips, material or official, are not used a lawless disintegration of organized forces must follow. Coercion and persuasion pure and simple are extremes. The higher the intelligence of the individuals in a corps of workers and the greater the skill of the supervisor the less necessity to resort to compulsory methods, and human nature is not yet sufficiently civilized safely to ignore all compulsion; but publicly to announce that coercion is necessary in supervising a body of pupils or of teachers is to invite resistance. And by doing this men have failed who might have become distinguished leaders. Tennyson tells the story in "The Captain":

He that only rules by terror
Doeth grievous wrong.
Deep as Hell I count his error,
Let him hear my song.

Brave the Captain was; the seamen
Made a gallant crew,
Gallant sons of English freemen,
Sailors bold and true.

But they hated his oppression,
Stern he was and rash;
So for every light transgression
Doom'd them to the lash.

Day by day more harsh and cruel
Seem'd the Captain's mood.
Secret wrath like smother'd fuel
Burnt in each man's blood.

Yet he hoped to purchase glory,
Hoped to make the name
Of his vessel great in story,
Wheresoe'er he came.

So they passel by capes and islands,
Many a harbor-mouth,
Sailing under palmy highlands,
Far within the South.

On a day when they were going
O'er the lone expanse,
In the north, her canvas flowing,
Rose a ship of France.

Then the Captain's color heighten'd,
Joyful came his speech;
But a cloudy gladness lighten'd
In the eyes of each.

"Chase," he said; the ship flew forward,
And the wind did blow;
Stately, lightly, went she Norward,
Till she near'd the foe.

Then they looked at him they hated,
Had what they desired:
Mute with folded arms they waited—
Not a gun was fired.

Those in whom he had reliance
For his noble name.
With one smile of stiff defiance
Sold him unto shame.

Shame and wrath his heart confounded,
Pale he turn'd and red,
Till himself was deadly wounded
Falling on the dead.

A Proposition in Proportion.

Mr. Winship says: "Do not moralize about teaching, do not gush over its eternal rewards, but see and say that it is coming to be as good an employment for the talent and time put into it as any other. It does not attract the same cast of mind as law, medicine, or engineering; it does not appeal so readily to men who have keen business instincts, who are ready to take risks, but for the cast of mind that tends towards teaching, the reward in the work, and the legitimate ways into more remunerative fields, is as great as anywhere. The present need is enthusiasm over the privileges, opportunities, and rewards of teachers as a class."

Considering the meagre wages paid for teaching that is "a terrible slam" on teachers. And to think that it should come from Mr. Winship, a man who was never before known to say any but kind and complimentary things about anybody—who has even been criticised, because he is sometimes too melliferous. The salaries paid for teaching are small, very small, too small; this fact is patent. But, according

to Mr. Winship, for the talent put into it, "for the cast of mind that tends toward teaching," the remuneration is as great as anywhere.

A colored congregation paid their preacher a yearly salary of seventeen bushels of corn. But an old deacon explained that it was "Po' pay and po' preachin'."

Pay Up or Get Out.

The Chicago Board of Education has a rule that any teacher who does not pay his debts shall be suspended. One woman teacher was suspended because she had a debt of \$70. This is a good rule, to which no worthy teacher will object. Some shortcomings are excusable, but business men will not condone the offense of dodging debts. As soon as he is discovered the dead-beat is persona non grata (which being freely translated means "his name is Dennis") to the class of business men who are found on school boards. Many a teacher has lost a job through failure to cultivate a sensitive business conscience. Many other towns have a rule like that in Chicago, and others have an "understanding" which they act upon and which is fully as effective.

County superintendents are sometimes unjustly blamed for licensing teachers whose conscience in business matters is not sensitive. The "good moral character" clause of a teacher's certificate would of course bar the dead-beat if the superintendent knew an applicant to belong to that class. But as a rule county superintendents are willing to co-operate with boards to maintain correct moral and business standards. This request in a circular letter addressed to school boards by a county superintendent, is significant and has the true ring: "If any teacher breaks a contract or fails to pay a just debt, you will do me a favor by notifying me. We do not want teachers of that kind in
— County."

The Institute.

S. Y. GILLAN, CONDUCTOR.

Shooting Over Their Heads.

The specialist, particularly if young in experience and full of a pet subject which has been nursed as a fad is about the least suitable person who can be found for a teacher. Yet all the way from the primary grade to the high school, and especially in the latter, people are allowed to undertake the work of teaching merely because they have "specialized" in some department of human knowledge. In the opening paragraphs of a schoolroom story by Myra Kelly which appears in McClure's for January the unwisdom of the specialist who knows a subject but does not know children is set forth in a most entertaining manner, as follows:

"There is," wrote the authorities with a rare enthusiasm, "no greater power for the mental, moral, and physical uplifting of the child than a knowledge and an appreciation of the beauties of nature. It is the duty and privilege of the teacher to bring this elevating influence into the lives of the children for whom she is responsible."

There are not many of the beauties of nature to be found on the lower East Side of New York, and Miss Bailey, who was responsible for fifty-eight of the little children of that district, found this portion of her duty full of difficulty. Excursions were out of the question, and she soon found that specimens conveyed but crudely erroneous ideas to the minds of her little people. She was growing discouraged at the halting progress of the First Reader class in natural science when, early in October, the principal ushered into room 18 Miss Eudora Langdon, lecturer on biology and nature study in a western university, a shining light in the world of education, and an orator in her own conceit.

"I've brought Miss Langdon to you, Miss Bailey," said the principal when the introductions had been accomplished, "because she is interested in the questions which are troubling you. I shall leave her with you for a short time. She would like to speak to the children if you have no objection."

"Surely none," replied Miss Bailey; and

when the principal had retired to interview parents and book agents, she went on, "I find it difficult to make nature study at all real to the children. They regard it all as fairy-lore."

"Ah, yes," the visitor admitted, "it does require some skill. You should appeal to their sense of the beautiful."

"But I greatly fear," said Teacher sadly, "that the poor babies know very little about beauty."

"Then develop the ideal," cried Miss Langdon, and the eyes behind her glasses shone with zeal. "Begin this very day. Should you like me to open up the topic?"

"If you will be so very good," said Teacher, with some covert amusement and Miss Langdon, laying her note-book on the desk, turned to address the class. Immediately Nathan Spiderwitz, always on the alert for bad news, started a rumor which spread from desk to desk—"Miss Bailey could be goin' away. This could be a new teacher."

"Children," Miss Endora began, with deliberate and heavy coyness; "I'm so fond of little children! I've always loved them. That's why your kind principal brought me here to talk to you. Now, wasn't that good of him?"

At this confirmation of their fears the First Reader class showed so moderate a joy that Miss Langdon hurried on: "And what would you like me to tell you about?"

"Lions," said Patrick Brennan promptly. "Big hairy lions with teeth."

The visitor paused almost blankly while the children brightened. Miss Bailey struggled with a rebellious laugh, but Miss Langdon recovered quickly.

"I shall tell you," she began serenely, "about beauty. Beauty is one of the greatest things in the world. Beauty makes us strong. Beauty makes us happy. I want you all to think—think hard—and tell me what we can do to make our lives more beautiful."

Fifty-eight pairs of troubled eyes sought inspiration in the face of the rightful sovereign. Fifty-eight little minds wrestled dumbly.

"Well, I suppose I must help you," said Miss Endora with elephantine sprightliness. "Now, children, in the first place, you must always read beautiful books; then always look at beautiful things; and lastly, always think beautiful thoughts."

"Miss Langdon," Teacher gently inter-

posed, "these children cannot read very much—twenty-five words perhaps—and for the majority of them, poor little things—this schoolroom is the prettiest place in the world."

"Oh, that's all right. My text is right there," said the visitor, with a nod towards a tree, the only large one in the district, which was visible through the window. It had not yet lost its leaves, and a shower during the preceding night had left it passably green. Turning to the children, now puzzled into fretful unhappiness, she clasped her hands, closed her eyes in rapture, and proceeded:

"You all know how beauty helps you. How it strengthens you for your work. Why, in the morning when you come to school you see a beautiful thing which cheers you for the whole day. Now, see if you can't tell me what it is."

Another heavy silence followed and Miss Langdon turned again to teacher.

"Don't you teach them by the Socratic method?" she asked loftily.

"Oh, yes," Miss Bailey replied, and then, with a hospitable desire to make her guest feel quite at home, she added: "But facts must be closely correlated with their thought-content. Their apperceiving basis is not large."

"Ah, yes, of course," said the expert vaguely, but with a new consideration, and then to the waiting class: "Children, the beautiful thing I'm thinking of is green. Can't you think of something green and beautiful which you see every morning?"

Eva Gonorowsky's big brown eyes, fixed solemnly upon Teacher, flamed with sudden inspiration, and Teacher stiffened with an equally sudden fear, for smoothly starched and green was her whole shirt-waist, and carefully tied and green was her neat stock.

Eva whispered jubilantly to Morris Mogilewsky, and another rumor swept the ranks. Intelligence flashed into face after face, and Miss Bailey knew that her fear was not unfounded, for though Miss Langdon was waving an explanatory arm towards the open window, the gaze of the First Reader class, bright with appreciation and amusement, was fixed on its now distracted teacher.

"You can see this beautiful green joy sometimes when you are in the street," Miss Langdon ambled on; "but you see it best when you are here."

Three hands shot up into the quiet air.

"And I don't think the children in the other rooms see it as well as you do."

"No ma'am," cried a delighted chorus, and eight more hands were raised. Prompting was reckless now and hands sprang up in all directions.

"No, I don't think they do," Miss Langdon agreed. "I think perhaps that Heaven meant it just for you. Just for the good little boys and girls in this room."

The enthusiasm grew wild and general. Miss Langdon turned a glance of triumph upon Miss Bailey, and was somewhat surprised by the very scarlet confusion which she saw.

"It's all in the method," she said with pride, and to the class: "Now, can you tell me the name of this beautiful green thing which makes us all so happy?"

And the answer was a great, glad cry: "Teacher's jumper!"

"What!"

"Teacher's jumper!" shouted the children, as before.

"Miss Bailey, do you understand them?" asked the expert. "What are they saying?"

"Well," Miss Bailey explained, and all her amusement had given place to keen distress, "you see, they did not understand that you were talking of the tree."

"But what are they saying?"

"I can't tell you how sorry I am; but they thought you meant this green shirt-waist of mine."

Miss Langdon sat down suddenly, stared, gasped, and then, as she was a clever woman, she laughed.

"Miss Bailey," she said, "you have a problem here. I wish you all success, but the field seems unpromising. The apperceiving basis is, as you say, very limited."

To the solving of this problem Teacher bent all her energies. Through diligent research she learned that the reading aloud of standard poems has been known to do wonders of mental and moral uplifting. But standard poems are not commonly adapted to minds six years old and of foreign extraction, so that Miss Bailey, though she explained, paraphrased, and commented, hardly flattered herself that the result was satisfactory. In courteous though puzzled silence the First Reader class listened to enough of the poetry of the ages to have lifted them as high as Heaven. Wordsworth, Longfellow, Browning, or any one who had seen and written

of the beauty of birds or growing things, was pressed into service. And then, one day, Miss Bailey brought her Shelley down and read his "Ode to the Skylark."

"Now, don't you think that's a pretty thing?" she asked. "Did you hear how the lark went singing, bright and clear, up and up and up into the blue sky?"

The children were carefully attentive, as ever, but not responsive. Morris Mogilewsky felt that he alone understood the nature of this story. It was meant to amuse; therefore it was polite that one should be amused.

"Teacher fools," he chuckled. "Larks ain't singin' in skies."

"How do you know?" asked Miss Bailey.

"'Cause we got a lark by our house. It's a tin lark mit a cover."

"A tin lark! With a cover!" Miss Bailey exclaimed. "Are you sure, dear, that you know what you are talking about?"

"Teacher, yiss ma'an, I know," Morris began deliberately. "My papa, he has a lark. It's a tin lark mit a cover. Und it's got a handle, too. Und my papa he takes it all times on the store for buy a lark of beer."

"Lager beer! Oh, shade of Shelley!" groaned Miss Bailey's spirit, but aloud she only said: "No, my dear, I wasn't reading about lager beer. A lark is a little bird."

Teachers' Salaries in New York.

Teachers are better paid in New York City than anywhere else in the world. This is not an accident, nor is it because New York people are more intelligent or liberal minded than others. It is the result of organization and agitation by the teachers themselves. Nearly half the teachers of that great city receive \$1,000 a year or more, as follows:

\$8,000 to 2.
\$7,000 to 1.
\$6,000 to 2.
\$5,500 to 8.
\$5,000 to 39.
\$4,500 to \$5,000 to 29.
\$4,000 to \$4,500 to 24.
\$3,500 to \$4,000 to 164.
\$3,000 to \$3,500 to 73.
\$2,500 to \$3,000 to 302.
\$2,000 to \$2,500 to 273.
\$1,400 to \$2,000 to 313.
\$1,000 to \$1,400 to 3,683.

Thomas Thompson, Schoolmaster.*

BY LAWTER WHITTEC.

CHAPTER IV.

The incidents related in the last chapter set Thompson to studying the real condition of his school.

At first the pupils had seemed to him a homogeneous collection of humanity, but a little study showed him how diverse were their characters and intellects. Much of the instruction did not reach the real child at all, for it had been devised to minister to those whose intelligence was on the surface, while in many cases the mind of others lay deep beneath years of prejudice and ignorance. Some came to school from love-lit homes, but others came from houses where the fire of affection was never lighted, and where brutality and indifference ruled; then there were the strong, joyful, robust youngsters with sturdy legs and quenchless courage, but seat by seat with them were the timid, petulant, anæmic representatives of ancestors who had been weak in body, weak in mind and uncertain in character; there were the older boys whose growing muscles ached to be doing something, and who gathered knowledge out of a book somewhat as a blind man with mittens on would pick up drops of quicksilver; and bright, precocious house boys and girls who were never happier than when "getting" something out of a book.

Little by little all these seemed to have grown into distinctness before his vision, and one day as he was walking along the shore turning over in his mind his growing problems he caught himself asking himself, "Shall all these be the same to me? Must I ask the same task, expect the same result, and censure the same? Shall I love no more here than there? Shall I have no more patience with the weak than with the strong? Shall I bind the bright, obedient and progressive pupils of my school to my heart with bands of steel, and

hold the others by a rotten string? May God forbid." In the last exclamation he found himself echoing his old friend Wallace, who, if he was not criticising the minister, or playing checkers or doing some good to somebody somewhere, was forever telling Thompson to read the Romans and the Corinthians, "for there you'll get the meat of the doctrine, Master Schoolmaster."

It was the custom of the young principal to call his teachers together from time to time for informal conferences, and at the close of the meeting which was about three weeks before the end of the term he said to them: "It has been our custom to send the term reports home to parents either by the children or through the mail; as a special favor to me, I wish that at the end of this term you would each deliver personally the report card to the parent or guardian. I am aware that it will make you some extra work, but I feel sure that there will be some good from it; but whether good or bad, we can discuss it at our first meeting next term. I will leave you to do it in your own way and in your own time."

There were some questions asked, some objections raised, but it was agreed to try the experiment.

The oldest teacher in the school in years and service was Eliza Fearon; she had taught in the "grammar" room since the organization of the school; she was the only teacher whose work had entirely suited Alonzo Holmes. She smiled as she left the room and said to herself: "Another—the genus crank like the poor oppressed laborer is always with us. What shall be the manner of this one's taking off?"

As Thompson was getting ready to leave the school on the next Thursday evening, a note was handed him from William Carter, the clerk of the board, saying that it was customary for all the teachers to take an examination and that he would be at home the next Saturday morning to examine him for his certificate. Thompson had been expecting some such

*Begun in October.

call as this for several weeks, but his school duties had become so large and numerous that he had little time for preparation. He had, too, a very hazy idea of what he ought to brush up on, so he decided to go to Mr. Carter, tell him frankly his condition and ask that the examination be put off to such time as would give him an opportunity to review the common branches.

Carter lived some two miles in the country and was the representative of taxpayers who did not derive their sustenance directly from the Company. Thompson reached the house at eight o'clock Saturday morning and was greeted by a flock of young Carters and as many dogs. The clerk was at the barn and was brought to the door by a chorus of "Pa; the teacher's here."

"Good morning, Mr. Thompson," said Carter. "You'll have to excuse me a few minutes until I finish up this work—or if you're a mind to, you can come out here and be company. There are lots of worse places than the barn. I tell my wife that she can have her geraniums and 'benas, but for me I like to see the faces of the horses and cows, and smell the milk and bran and hay, and the clean straw."

"Ever read Whittier, Thompson?" said Carter.

"Yes," said he, "some of his poems I am very fond of. 'Among the Hills' I try to read every summer, and his 'Snow Bound' every winter. Your speaking of the cows calls up the lines where Whittier describes a New England barn scene:

"Littered the stalls and from the mows
Raked down the herd's grass for the cows."

Carter was pleased at the way the young teacher took up the reference to the barn scene, for he had a strain of puritan blood in his veins and was enthusiastic over anything that came from or appertained to the customs, ideas or men of New England. His fight with the soil and climate and fire and drought of the western "woods" had not narrowed his mind or soured his heart. He took an interest in

his town and county; he read the papers, and an occasional book; he worked hard, and turned things over more or less in his mind. He described himself as "a plain farmer with an idea or two." So when Thompson was able to answer his question by a quotation from the New England poet Carter was pleased.

"If you've no objection, Mr. Thompson," said he, "I'd like to have you go along with me down to the lower forty; I want to see if the boys are getting those potatoes in in shape; it's a pleasant morning and you won't mind the walk."

Indeed, so far from minding the walk, Thompson even forgot the disagreeable errand upon which he had come. Carter was agreeableness itself, though as Thompson recalled it, he had done very little of the talking, but a great deal of the suggesting. So simple and familiar were the themes of conversation that Thompson was at home on each one of them; he unfolded the history of his family back to the fourth generation; he told what amusements he liked, how he spent his evenings, what books he had read, what work he had done, and his future plans so far as he had thought them out himself.

They reached the house at 11. "Well, I declare!" said Carter, "I didn't think we were so long about it as this. But it makes no difference, for I don't think it would do much good for me to give you an examination, for you know a great deal more about school teaching than I do, so if you'll sit down, I'll write you out a first grade certificate."

"Well, thank you, Mr. Carter, but I think it's hardly fair to give me a legal document without asking me to do something for it."

"Well, I don't always do this way," said Carter, "though I do think that what a man puts on paper is not so good a guide as a two hours' conversation. When you talk to a man you can see how he dresses, how he looks you in the face, what kind of language he uses, what his general

make-up is. Three years ago we hired a man who had averaged not lower than 95 in any of the subjects, and he was a dead-head sure." (In lumber parlance a dead-head is a water-soaked log that floats along vertically, neither above nor below the surface.) "The first touch with the practical work of the school wilted him, and he shrivelled and shrivelled until a northeaster blew him out of town. Mr. Thompson, we want a teacher that hasn't reached his growth. Now, I've got an idea that what we want in a man is inheritance."

"No, I don't mean what you think I do," said Carter, seeing that Thompson was smiling; "I don't mean cash or a brown-stone front ancestry, but I mean a man's ideas, and how he was brung up, his pedigree and the pedigree of his neighbors. Now, they send Japs and Chinamen over here and in a dozen years those fellows have learnt all we can teach 'em, but you can't set Chinamen to teachin' American children; they lack the insight, the blood, the disposition, the inheritance. They ain't half the teachers that's got the disposition, and to have the disposition you've got to know a hull lot, and be a hull lot. Now, that was the trouble with that 95 per cent. feller; he'd spent all his strength learnin' out of books, an' he kept peelin' down an' peelin' down, jes' like an onion, till there wasn't anything left.

"Now, I've been studyin' you while we've ben walkin' around, and a sizin' up your inheritance. You've got habits of study, and you know how to work with your hands; that'll help you when you're teachin' laborin' children. You've got a delight in simple things; and your good old New England mother taught you the great things out of the Bible and other poets. And, Mr. Thompson, miles of sawdust and all the Company monopoly, and all the poor society and bad whisky, can't root out the poetry that's in a New England heart."

"I am very much obliged for your good

opinion of me," said Thompson, "and I trust I shall always deserve it."

Just here Mrs. Carter laughingly interposed, "Pa, you mustn't get started again on New England, for you don't know when or where to stop. Why, last fall three prospectors stopped here for dinner, and pa found out that two of them were from New Hampshire. Well, I couldn't get pa out to milk the cows; the men stayed to supper and told stories about old men and old places, and quoted poetry, and pa read to 'em the whole of Daniel Webster on Bunker Hill, and they even got to working cat and goose problems from the back of that old arithmetic. Why, I never seen anything like it." And she took her hands from the dough and filled the large oven full of pans of the lightest sponge.

"Mr. Thompson," said Carter, "I believe I will give you an examination after all."

He went to a cupboard and took out a slip of paper on which was written: "A man owes \$5,000 at 6 per cent. per annum interest, for 5 years, and desires to pay an equal amount at the end of each year so as to pay principal and interest in five years; what is his annual payment?" The question did not seem difficult and the young teacher soon handed Carter a result.

"Your answer is not correct according to my informant," said he.

"But I can prove it," said Thompson, and went carefully through the work.

"Well," said Carter, "I can't say you're wrong, because you know more about it than I do. I have the answer here and you look it over again some day and see if you've thought it out just right. That problem was written by Horace Barracliffe, one of your predecessors, and anything in mathematics was child's play for him; ever heard of him, Thompson?"

"Yes," said he, "I have. Mary Seymour spoke of him as one of the gentlest and best of men."

"Indeed he was," said Carter, "too gentle for this blasted country."

Then Thompson recalled that the children at school had spoken of him, always with lowered voices, and that Mr. Saunders had referred to him affectionately several times, but that Mrs. Saunders had then always directed the conversation to other things.

"Well, you ask Archie Wallace about him, he knows his story, and aside from Presbyterianism and rheumatiz he's fuller of Barracliffe than anything else. I have the answer here that Barracliffe worked out; it agrees with the answer in the book, but," said he, with a quizzical smile, "maybe Barracliffe and the book are both wrong. But here's your certificate, Mr. Thompson, and no one wishes you a better year than William Carter."

Among other things the certificate said that Thomas Thompson was a person of good moral character, and that he was "qualified to teach in any school district in the township."

When Thompson started for home he was inclined to exult at the ease with which he had obtained his certificate. A first grade certificate, and he had never thought of anything higher than a second!

But as he walked on, Carter's faith in him began to weigh upon him as a responsibility, and he vowed that William Carter should never regret what he had done. He thought of his mother—how she had put her arms about him and said, "Thomas, my boy, whatever you do or wherever you are, remember that your mother trusts you."

Divine quality in a mother—to trust; divine quality in a teacher—to trust; divine quality in a friend—to trust.

Before he went to bed Thompson tried again the problem Carter had given him, and he soon discovered that the solution he had made was foolishly incorrect. He took down his Advanced Arithmethic and had not turned many pages before he

found a problem almost identical. It was in the progressions, and he had worked it by simple interest. He was ashamed of his haste and inaccuracy and feared that Carter would rate him very low. He saw Carter a week later and started to apologize for his mistake. "Never mind," said Carter, "a problem here or there is nothing. We won't quarrel about the color of a horse if he's got the bottom."

Culture and Usefulness.

In a recent address before the Press Club of Chicago, Supt. Cooley is quoted as saying:

"The university educator apparently works on the plan that only those branches of study which are almost useless have any culture in them. Talk to a university man about the value of teaching manual training, bookkeeping, or even English, and he will say they are too close to making a living to be creative of culture."

Happily the sentiment in this respect among leading educators is rapidly changing. "The idea of culture until yesterday," says Fra Elbertus, "was that if a man were cultured it was quite enough—he need not be useful." To-day men are beginning to believe that if an education is not use-ful it is use-less.

It is believed that William DeWitt Hyde, president of Bowdoin College, fairly states the views of a large and increasing number of learned men upon this subject. He says that the aim of education (culture) is to fit one for three things. These he names, presumably in the order of their importance:

(1) To earn one's own living by the exercise of trained powers.

(2) To support the institutions of society by intelligent appreciation of their worth.

(3) To enjoy the products of art and of civilization through the cultivation of the imagination.

Earn, contribute, enjoy. This seems to be the order in the development of self-respecting manhood. The highest enjoyment is hardly possible without contribution; and real contribution is impossible except to him who earns. Earning one's living and a little more, makes contribution possible; contribution makes enjoyment possible.

Culture is valuable only (1) as it promotes the power and disposition to earn, (2) the disposition to contribute, and (3) the power to enjoy.

President Eliot of Harvard University, in his recent address on "The Cultivated Man," says, "A passion for service must fuse with a passion for knowledge." This is the key-note of the new education. There are a few "educators" who still proclaim in faultless English, the culture-for-culture's-sake theory; but Supt. Cooley finds himself in good company when he stands for culture, not for its own sake, but for humanity's sake—for use; for use in feeding people, in clothing people, in housing people, and in "rightly pleasing people." "And sure good," says Ruskin, "is first in feeding people, then in dressing people, then in lodging people, and lastly in rightly pleasing people, with arts, or sciences, or any other subject of thought."—Frank H. Hall, in *School News*.

Institute Notes.

By S. Y. G.

ASHLAND, WIS.

On Chequamegon Bay, which in the Indian language means "Long Finger-Point Bay," an arm of Lake Superior, is the city of Ashland, with a population of about 20,000. It is rapidly developing out of its "wild and woolly" aspect of a few years ago and now has some very substantial blocks, streets with asphalt pavement, a first class hotel, and is soon to have one of the finest high school buildings in Wisconsin.

Here were assembled for a week of institute work about forty as earnest teachers as any instructor could wish to meet. The cheerful good will that prevailed was in pleasing contrast to the perfunctory spirit of "I do this, because I must," which was all too common in Wisconsin institutes a few years ago. This week in Ashland spent in the smallest institute of my season's work was immediately followed by a week in the largest. This was in

CHICAGO.

The Cook County institute was held in

the new practice school building of the Chicago Normal school, and enrolled about a thousand members. Under the excellent generalship of Superintendent Nightingale this little army was organized in a few minutes and promptly at 9 o'clock all were at work in a dozen different sections. Mr. Nightingale's first lieutenant, Assistant Superintendent Downey, has been "Man Friday" to several Cook County superintendents and can call by name and at sight nearly all the teachers in his jurisdiction, though it embraces a larger population than some states do; and he is no mere clerk; he "made a hand" in the work of instruction every day.

In this institute there was perfect freedom in choice of work which each member took up. The forenoons were devoted to class exercises, the afternoon to lectures—one series on pedagogy, another on history.

The place of holding the meeting and the surroundings were reminders at every turn of Colonel Parker and the old County Normal, which became so famous under his direction—or inspiration rather. But the old landmarks have now disappeared. No sooner had the institute members who occupied the old boarding hall vacated their rooms than workmen began to tear down the buildings to make room for new ones. The main building now rising into view will cost nearly half a million dollars. It is flanked on the east by the practice school now completed, which accommodates forty teachers, each with a full quota of pupils—a regular grade of the usual size. This building cost over \$300,000. A mate to it on the west of the main normal school building will be a high school. Within a year there will be here the best housed normal school in the world. But it will never again have the reputation the old County Normal had—not because Colonel Parker is no longer there; a man who in many ways is greater than Parker is now at its head—but because it is now a strictly local institution, open

only to residents of Chicago, or at most, under certain restrictions, to residents of Cook County. The school will be useful, but not famous.

Distributed Emphasis.

The professor of elocution at Andover Theological Seminary once passed the New Testament into the hands of a young student who had a high opinion of his own reading talent, and asked him to read aloud the twenty-fifth verse of the twenty-fourth chapter of St. Luke's gospel. The young man turned to the passage, remarking that it was not difficult to read at all, and at once uttered it:

"Then he said unto them, O fools, and slow of heart to *believe* all that the prophets have spoken."

"Ah," said the professor, "they were fools for *believing* the prophets, were they?"

Of course that was not right, and so the young man tried again.

"O fools, and slow of heart to believe *all* that the prophets have spoken."

"The prophets, then, were sometimes liars?" asked the professor.

"No. O fools, and slow of heart to believe *all* that the *prophets* have spoken."

"According to this reading," the professor suggested, "the prophets were notorious liars."

This was not a satisfactory conclusion, and so another trial was made. "O fools, and slow of heart to believe *all* that the prophets have *spoken*."

"I see now," said the professor, "the prophets wrote the truth, but they *spoke* lies."

This last criticism discouraged the student, and he acknowledged that he did not know how to read. The difficulty lies in the fact that the words "slow of heart to believe" apply to the whole of the latter part of the sentence, and emphasis on any particular word destroys the meaning.

There are thousands of passages that

may be rendered meaningless or even ridiculous by the change of emphasis alone upon a single word.

One difficulty with many readers is that when called upon to read aloud, they give attention to the outward form—the printed words, the punctuation marks, the arrangement of the lines—rather than to the meaning to be expressed. Their reading is purely mechanical—a sounding forth of words.

Density of Population.

Henry Gannett, geographer of the census, has prepared a map in colors showing the relative density of population in the different parts of the United States. All cities of a population of 8,000 are excluded from the calculation, being indicated by black spots. This exception is made to prevent a large city from upsetting the figures so as to give very false impressions concerning the general density of population. With these cities excluded, the rest of the country is colored as follows: A place having less than two persons to the square mile is left white and is described as "uninhabited." From two to six persons to the square mile is indicated by yellow, between six and eighteen by green, from eighteen to forty-five by red, from forty-five to ninety by blue, and above ninety by drab.

The part of the country that is drab is that about New York City, New Jersey, Eastern Pennsylvania, Eastern Massachusetts, Rhode Island, and for some distance up the Connecticut Valley. There are small spots of drab in Ohio, about Cincinnati, and in the eastern part of the state. The red coloring, the third in order, indicating a population of from eighteen to forty-five to the square mile, covers the largest part of the country, with the possible exception of the white, or "uninhabited." Red is the color of practically all the great West and South, such states as Michigan, Iowa, Tennessee, and Georgia

being almost entirely of the density indicated by it. This map, which will be reproduced in the Statistical Atlas, ought to prove of great interest.

The significant statistical facts behind it relate to the great growth of the thickly-settled East by comparison with the South and the far West. New York City alone has increased more in population in the last decade than the entire country west of the Kansas-Nebraska line. And if the line of comparison be moved farther east, to about the one-hundredth meridian, which passes through the states of Kansas, Nebraska, and the two Dakotas, the result would appear still more striking. New York state, or Pennsylvania, alone has increased more in population in the last decade than this entire area. And, of course, the rapidly-growing cities of the Puget Sound region and the whole California coast are included in it. Without this the far West would make a worse showing. From such object lessons of population as this, it appears that the great West is still the sparse and unsettled section of the country. It doubtless has a "great future," but that future is yet to come.—Boston Transcript.

Waking Up Mind.*

BY DAVID P. PAGE.

The teacher of any experience knows that if he will excite a deep and profitable interest in his school, he must teach many things besides *book-studies*. In our common schools, there will always be a company of small children, who, not yet having learned to read understandingly, will have no means of interesting themselves and must depend mainly upon the teacher for the interest they take in the school. This to them is perhaps the most critical period of their lives. Whatever impression is now made upon them will be enduring. If they become disgusted with the dullness

and confinement of school, and associate the idea of pain and repulsiveness with that of learning, who can describe the injury done to their minds? If, on the other hand, the teacher is really skillful, and excites in them a spirit of inquiry, and leads them in suitable ways to observe, to think and to feel that the school is a happy place even for children, it is one great point gained.

It would be well to set apart a few minutes once a day for a *general exercise* in the school, when it should be required of all to lay by their studies, assume an erect attitude, and give their undivided attention to whatever the teacher may bring before them. Such a course would have its physiological advantages. It would relieve the minds of all for a few minutes. It would also serve as a short respite from duty, and thus refresh the older scholars for study. For the benefit of the small children, every general exercise should be conducted with reference to *them*, and such topics should be introduced as they can understand.

Let us suppose that the teacher has promised that on the next day, at ten minutes past 10 o'clock, he shall request the whole school to give their attention five minutes, while he shall bring something there to which he shall call the attention, especially of the little boys and girls under seven years of age. This very announcement will excite an interest both in school and at home; and when the children come in the morning, they will be more wakeful than usual till the fixed time arrives. This time should be fixed, and the utmost punctuality should be observed, both as to the beginning and ending of the exercise.

Let us suppose that in preparing for this exercise the teacher looks about to find some object which he can make his *text*; and that he finds an *ear of corn*. At the precise time, he gives the signal, and all the pupils drop their studies and sit erect. When there is perfect silence and strict attention, he takes from his pocket the ear

*From Page's *Theory and Practice of Teaching*. Edited, with preface and notes, by S. Y. Gillan, 1901.

of corn, and in silence holds it up before the school. The children smile, for it is a familiar object.

Teacher.—"Now, children," addressing himself to the youngest, "I am going to ask you only one question to-day about this ear of corn. If you can answer it I shall be glad. As soon as I ask the question, those under seven years old, who think they can give an answer, may raise the hand. *What is this ear of corn for?*"

Mary.—It is to feed the geese with.

John.—Yes, and the hens, too, and the pigs.

Sarah.—My father gives corn to the cows.

By this time the hands of the youngest scholars are down, for having been taken a little by surprise, their knowledge is exhausted. So the teacher says that those between seven and ten years of age may raise their hands. The teacher may indicate, by pointing, those who may give the answer.

Charles.—My father gives corn to the horses when the oats are gone.

Daniel.—We give it to the oxen and cows, and we fatten the hogs upon corn.

Laura.—It is good to eat. They shell it from the cobs and send it to mill, and it is ground into meal. They make bread of the meal, and we eat it.

This pupil has looked a little further into domestic economy than those who answered before her. By this time the five minutes have been nearly expended, and yet several hands are up, and the faces of several are beaming with eagerness to tell their thoughts. Teacher says, "We will have no more answers to-day. You may think of this till to-morrow, and then I will let you try again. None of you have mentioned the use I was thinking of. I shall now put the corn in my desk, and no one of you must speak to me about it till to-morrow. You may now take your studies"

To insure success, it is necessary that the teacher should refuse to hold any con-

versation with the children on the subject till the next time for "general exercise." The teacher will likely observe some signs of thoughtfulness on the part of those children who have been dull before. Perhaps some child, eager to impart a new discovery, will seek an opportunity to make it known. "Wait till to-morrow," should be the teacher's reply.

Let us follow these children home. They cluster together in groups as they go, earnestly engaged in conversation.

"I don't believe it has any other use," says John.

"Oh, yes, it has," says Susan; "our teacher would not say so if it had not."

"I mean to ask mother," says little Mary; "I guess she can tell."

As they pass a field of corn, Sam sees a squirrel running across the road, with both his cheeks distended with "plunder"

At home, the ear of corn is made the subject of conversation. "What is an ear of corn for, mother?" says little Mary, as soon as they have taken a seat at the table.

Mother.—An ear of corn, child? Why, don't you know? It is to feed the fowls, and the pigs, and the cattle; and we make bread of it, too—

Mary.—Yes, we told all that, but the teacher says that is not all.

Mother.—The teacher?

Mary.—Yes, ma'am, the teacher had an ear of corn at school, and he asked us what it was for; and after we had told him everything we could think of, he said there was another thing still. Now, I want to find out, so that I can tell him.

The family resolve themselves into a committee of the whole on the ear of corn. By the next morning several children have something further to tell on the subject. The hour this day is awaited with great interest, and the first signal produces perfect silence.

The teacher takes the ear of corn from the desk, and quite a number of hands are raised.

The teacher says, "The use I am thinking of, you have all observed; it is a very important use; but as it is a little out of the common course, I shall not be surprised if you cannot give it. However, you may try."

"It is good to boil!"* says little Susan, almost springing from the floor as she speaks.

"And it is for squirrels to eat," says Sam. "I saw one carry away a whole mouthful yesterday from the cornfield."

Others mention other uses. They mention other animals which feed upon it, or other modes of cooking it. The older pupils begin to be interested, and they add to the list. Perhaps none will name the one the teacher has in his own mind; he should cordially welcome the answer if perchance it is given; if none should give it, he may do as he thinks best about giving it himself on this occasion. Perhaps, if there is time he may do so.

"You may be disappointed when I tell you that the use I have been thinking of for corn is this: *It is to —*"

[Page's Theory and Practice is a pedagogical classic which every teacher ought to read. How many who read this page

*The children themselves will be sure to find some new answers to such questions as the above. In giving in substance this lecture to a gathering of teachers in the autumn of 1845, in one of the busy villages of New York, where also the pupils of one of the district schools were present by invitation, I had described a process similar to that which has been dwelt upon above. I had given the supposed answers for the first day, and had described the children as pressing the question at home. When I had proceeded as far as to take up the ear of corn the second day, and had spoken of the possibility that the true answer to the question might not be given, I turned almost instinctively to the class of children at my right, saying, "*Now what is the ear of corn for?*" A little boy, some six years of age, who had swallowed every word, and whose face glowed as if there was not room enough for his soul within him, bounded upon his feet, and forgetting the publicity of the place and the gravity of the chairman of the meeting, clapped his hands forcibly together, "*It's to pop!*" he exclaimed emphatically, very much to the amusement of the audience. His mind had been waked up.

can recall how the lesson ends and remember the excellent nature lesson that follows it?—The Editor.]

An Interesting Recitation.

One of the most interesting recitations which we have had in history this year was a council to which the fifth grade invited us. In their study of the explorations of Father Marquette and Joliet, they had followed their wanderings down the Mississippi to the mouth of the Arkansas, which was the farthest point reached by the expedition, and finding that a council was held there between the white men and the Indians to consider the best course of procedure, the children decided to reproduce the scene as near as possible. They sought with equal zeal to find what they deemed suitable costumes and arguments to support their positions. The Indians urged the white men to stay with them to pray and preach or trade, as they felt the leaders could be most easily influenced, and reported monsters in the river and hostile natives in the region of the south. Some of the white men urged that they continue their journey to the mouth of the river, others that they return to Fort Frontenac and report progress to the governor before it was too late. This argument finally decided the matter, and after being given guides by these friendly Indians, they departed on their homeward way. Inspired by a desire to represent their parts well, the children questioned their teachers and read all available material in order to get light upon the characters they were to represent, and showed considerable ingenuity and ideas of appropriateness in the working out of their parts.

The children proposed when we began the study of the Plymouth Colony that they should build a house as similar as possible to those of the Pilgrims. Though it seemed a large undertaking for them, the teacher thought that it could be accomplished, if it were planned carefully. So planning together, they decided to build a log house, 5x8x5½, which was to have a chimney and a fireplace. After planning the details of the work, the class was divided into committees, to measure, saw and chisel the logs and to clear the ground for the house. As they had no stone or brick, with which to build the chimney, they decided to make the brick themselves. This gave employment to those who could not work on the logs. They also appointed two secretaries to keep records of the plans made and of the work accomplished each day.

The work was begun with enthusiasm, and in fact did not lack interest to the majority of the children until we stopped working. But either because of injudicious planning or because the work was really too difficult for them, it dragged from week to week until it became too cold for work and, though the children said that the Pilgrims did not stop for a snow-storm, we thought it best to abandon the work, at least until spring.

The above is not a page out of Dickens, nor is it a new satire by Mark Twain—perhaps, ninety-nine out of every hundred

of our readers would suppose; but is a perfectly serious description by the teacher herself of model work for fifth and sixth grades as carried on in one of the big state normal schools of this country. The article is reprinted verbatim from the Official Bulletin of the school. We would suggest that the next Bulletin continue the interesting report, and explain in detail the "model work" to be used in conjunction with the study of the following incidents: The expulsion of the Acadians; the Hanging of the Witches in Massachusetts; the Wyoming Massacre; the Storming of Quebec; the Battle of Bunker Hill; the Capture and Execution of John Brown—not forgetting to state just what effective use should be made of that "sole"-stirring melody so long associated with this historical incident; the Siege of Vicksburg; the Fight Between the Monitor and the Merrimac; Sherman's March to the Sea; the great Chicago Fire; the Building of the Brooklyn Bridge; and the Assassination of Lincoln. If we are to go in for drama, let us make use of dramatic material. Seriously—for there is a serious as well as ludicrous side to this matter—if this is the kind of professional training our normal schools are giving, is it any wonder that sensible people are becoming dissatisfied and disgusted with public education? We have had occasion to notice many foolish practices in what has assumed to call itself "The New Education," but for downright, driveling idiocy, this bears the palm.—Florida School Exponent.

It is inexcusable for teachers to spend time in number lessons on "one," or even "two." When children have learned to count one, two, three, etc., to 20, until they can do it rhythmically, they know which number is "one more" or "one less" than any other number, and it is little short of idiotic to ask "6 is how many more than 5?" and kindred facts about "one."—Winship.

Parsing, Once More.

BY JEAN SHERWOOD HANKIN, MINNEAPOLIS.

Will you permit me to comment upon certain interesting matter found in your November number? You quote the well known author of a text-book in grammar as saying that we should parse *wrote* as "third person, singular number, to agree with its subject uncle." I object to this because it is stating an essential falsehood. *Wrote* never "agrees" with anything, but is uniform for all persons and numbers. Many hundred thousands of children are to-day mechanically parsing "agreement" in English verbs where none exists. In the Latin,

<i>scripsi</i>	<i>scripsimus</i>
<i>scripsisti</i>	<i>scripsistis</i>
<i>scripsit</i>	<i>scripserunt</i>

there must be actual agreement with any given subject; not so in our more highly developed, hence simpler English. It is high time this hoary falsehood be no longer taught children under the name of "English" grammar.

The only agreement possible among English verbs is in a few forms of the verb "to be" and in the third person, singular indicative of most verbs. It is doubtless a misfortune that the printing press has stereotyped the *s* in this single case, since popular speech would otherwise have done away with it long ago, together with most of the other inflections which are still cherished blindly.

This well-known grammarian also asks, "If it is good to think, is not parsing good to learn to think?" This question as put is somewhat of a poser. Its logic, a prominent educator remarks, is much as if one should say, If this is a barn, is not that a jack rabbit? For there is no logical connection here between the hypothesis and the deduction. Nevertheless, to answer in strict fashion, I should say, I have not known that parsing ever did "learn to think"; and I consider parsing not only not "good," but *very bad* for so long pretending to teach children or anybody else "to think."

However, we may still inquire, Is not parsing useful to the child in learning to think, and useful to the teacher in teaching the child to think? To this, I should answer: In our almost uninflected English, parsing has very little value except in its final feature of *construing*; and inasmuch as the construction of any word depends upon its logical relation in the sentence, certainly construing has considerable value for advanced pupils in teaching them to state logical relations.

I was much pleased recently with the remark of a scholarly old gentleman that the "study of parsing and analysis is merely a weakened form of the study of logic." What a flood of light this sensible view throws upon this whole disputed matter! Certainly if the pupil understands the logical relationship of every word in any given sentence—that is, if he comprehends the full meaning of the thought—he will be able to "construe" every word correctly, and this even though his terminology be evolved from the recesses of his own mind and not from any one of the numerous Latin-English grammars which—usually in *very poor English*—teach countless grammatical falsehoods.

Any person who has a fairly comprehensive knowledge of grammar will in visiting the eighth grade classes of our normal and public schools observe that positive errors are constantly taught and accepted as truth. Why is this, and where is the redress for a long-abused public confidence? The answer is easy: (1) Most of our grammar books are founded upon a falsehood. They claim to teach the art of correct speech, whereas the sole business of grammar is to report upon good usage, not to make rules for it; (2) these grammar-books are usually based upon a supposititious analogy between Latin grammar and English grammar; (3) our teachers of grammar as a rule have not studied Latin. Hence, when they attempt to teach a Latin-English text-book, being blind leaders of the blind, all flounder together

in the ditch. A thorough knowledge even of historical English grammar would, indeed, have saved them many a blunder. (4) Little can be hoped for the betterment of English teaching until the school world shall recognize the true province and the limitations of the science of grammar and shall banish every text which arrogates to that science functions to which it can lay no legitimate claim.

Professor Thomas R. Lounsbury, "the dean of English teachers in America," declares, "It cannot, indeed, be laid down too emphatically that it is not the business of grammarians or scholars to decide what is good usage. Their function is limited to ascertaining and recording it." (Page 187, *History of the English Language*.) This passage is quoted from a chapter, which, if studied by the school world to-day, would quickly revolutionize both the teaching of technical grammar and that of language as an art.

A College President on Football.

George E. Merrill, president of Colgate University, writing in the *North American Review*, says some pretty plain things about football, which he does not consider a proper "sport." President Merrill says:

"Any game that calls for the presence of surgeons, and that results in as many fatalities as occurred last season, is too serious to be called 'sport.' A game that sends a dozen young men to death in a season is getting beyond the definition of true sport." He would regret, he says, to see the game abolished, but he would not regret to see it made less dangerous and better sport.

He condemns the fact that weight is the great essential and declares that all true sportsmen would wish to minimize the weight element in the game and emphasize skill.

The third objection is in the fundamental principle that it stops good play by opposition and interference. Baseball resents as foul any attempt to spoil the play of an opponent. What would baseball be if the man running the bases were tripped up? What if the batter could have his bat

lassoed in some way just before striking? All plays are made as difficult as they can be made by the skill of the opposing side, but every play is allowed to its finish without interruption. He asks: Is not football the only American game where the assured completion of a game is not an element in the sport?

And is it good sport when the highest skill is balked by the interposition of some force which is destructive, not of final results, but of processes? In other words, is it good sport when skill is not allowed to carry out its effort to the very highest possible result?

The chance of time that closes the first half is another serious objection, as it remands the game to practically a new beginning at the start of the second half. A team may be on the point of scoring in the first half when time is called, and all the splendid play counts for naught in the result. With the second half the same thing may result with the other team losing the credit of its work. If such an equality between teams could exist, it would be a case of two injustices.

Is it good sport, he asks by way of another objection, to introduce fresh men into a game when players are either injured or exhausted to such a degree that for the preservation of life, or for the almost equally important winning of the game, they must be removed from the field? Is it fair to put a new player, wholly unweveried, into the place of a man who has fought through a game till it is nearly finished, thus giving fresh strength to a team and introducing new elements of skill?

The final objection is the inequality of the scores.

Any game, he thinks, which has so many of the elements of unfairness and unfitness should not occupy the first place in the esteem of the American youth. Fair play is one of the ideals of the Americans.

"It would seem," he says, "that our inventive genius should be equal to the task of discovering some way of relieving this great game of the objections that are so evident. The athletic ambitions of the college student at present are in football to a large degree. It is a pity that these ambitions cannot be centered upon a sport in which the element of chance shall be eliminated as far as possible, skillful and strenuous effort meet no interference, the common conditions of fairness be preserved,

results that have been honorably won receive due credit, and the final scores be measurably close."

Pensioning of Teachers.

Prin. O. T. Bright, of Chicago, read a paper on this subject at a recent meeting of the Northern Illinois Teachers' Association. Dr. E. C. Hewett, of Normal, Ill., contributes an article on the subject to *School and Home Education*, which shows that not yet has his "natural force abated." He goes to the heart of the matter in his characteristic trenchant style, as follows:

The outcome of Mr. Bright's paper seems to be a severe criticism on the so-called pension system attempted in Chicago, but on the whole an argument for the pension in general. Annuities paid from "Teachers' Mutual Benefit Associations" do not enter into the question of pensions at all. Such associations are simply mutual insurance companies, and have nothing more to do with pensions than a score of similar organizations, Freemasons, Odd Fellows, Woodmen and the rest.

I am opposed to pensions for teachers, in any form that may properly be called a pension. And the fact that most European nations pension their teachers has not a feather's weight in my mind: It logically goes with the starvation salaries that they pay their teachers. And the adoption of a system of pensions in this country would be a most potent argument against putting teachers' salaries upon a just and living basis.

Mr. Bright well asks, "Is it too much to say that a teacher's compensation should be such that the possible savings of thirty to thirty-five years of service should at least make it possible to buy an annuity sufficient to make old age independent and comfortable?" No, Brother Bright, that is not too much to say. It is just the thing to say and to fight for vigorously and persistently. Our schools are in no sense charitable institutions. Nor should anything be countenanced that gives them a squint in that direction. Whether a teacher is poor or rich, whether she is "supporting or educating children," whether she is "supporting aged and infirm parents," whether she has powerful friends in the community or on the board, whether she belongs to this or that church or political

party—none of these things should have a straw's weight, either in employing her or in fixing her compensation. The only pertinent questions in all this matter are two: First, is she better fitted to fill the place than any competitor? Second, is the compensation offered a just equivalent for the work demanded, sufficient to afford a comfortable living and to lay by a reasonable sum for a "wet day?"

I have three strong reasons for opposing any sort of teachers' pensions.

First. It is not just. One thing of two is true; either the teacher has earned that pension or he has not. If he has, he ought to have received it when he earned it. If he has not, he ought never to receive it.

Second. A system of pensions would tend directly and logically towards keeping teachers' pay unreasonably low.

Third. But worst of all, it puts teachers out of the standing of common people; it is altogether too "paternal" a scheme for sturdy American men and women to accept. I cannot see how one could accept it for himself without a feeling of humiliation. The first, the fundamental, qualification of any teacher is to be a genuine man or woman, ready to demand justice, and competent to care for self.

Every laborer is worthy of his hire. And I believe in giving every servant in any capacity a fair equivalent for his service. I would apply this principle even to the office of school director. Then let each man, or woman, be solely responsible for his own success and well-being. A true American can find no place for mendicancy, favor, gifts, pensions, or "graft." Of course, it need not be said that, if one is disabled by accident, continued ill health, or other unavoidable misfortune, humanity demands that he should be helped, and there is no disgrace in receiving such help.

Why should teachers be taken out of the ranks of true American citizens? Why should they be treated as a class by themselves? Now, as a soldier who has spent about forty years in their ranks, I have this to say: Let the community rigidly demand of teachers, fitness and faithfulness, let them be paid a good, reasonable compensation for their services, then let them alone; let them take care of themselves, and do not treat them as children or paupers.

Two of Bardeen's Fables.

(Recent Vintage from School Bulletin Press.)

A district school-teacher whose fad was botany caught one of his boys smoking a cigarette in the schoolyard. Grabbing him by the coat collar, he exclaimed:

"You come into the schoolhouse, and I will give you the best licking you ever had."

"I thought that word was pronounced 'lichen,'" said the boy sweetly. "I shall be ever so glad to get one. We are all so much interested in what you said of the difference between that and moss the other morning."

This fable shows that the boy's spelling prevailed.

* * *

A school commissioner visiting a school was taken through the building by the new principal, a young man, who kept remarking: "You see I maintain perfect discipline everywhere"; "You will notice that in teaching reading I combine the phonic with the word method"; "I have led the village to feel that education is not for school but for life," etc.

When the commissioner was ready to drive away, the principal said with a confident smile: "I hope you find that I am running a good school here."

The commissioner stood with one foot on the hub of the front wheel, and meditated a moment.

"You remind me," he said, "of the time I went up to the county seat to attend the laying of the corner-stone of the new court house. We had just got the stone laid when an old hen flew to the top of a fence close by and began to cackle and crow. An old farmer who was up to the tricks of barnyard fowl, turned to me and said: 'You hear that old fool hen there, cuttin' up all that fuss? Well's she up there showin' off, tryin' to make us believe that she laid that corner-stone.'"

"You happen just now to be at the head

of this school, but you didn't make the school. It was a good school before you came here; it will be a good school after you go away. The people in this village have always wanted a good school, and had it, and been proud of it. Two of the teachers in that school were teaching in it when you were a child, and yet you say of their work, 'I teach this way.'

"You are a promising young fellow. You are quick and energetic and interested in your work, and you will grow to be a good teacher. But you have a lot to learn, and one of the things to learn first is that I is the ninth letter of the alphabet, not the first, and the smallest, not the biggest. Good-bye."

This fable teaches that as the commissioner drove away the principal did some thinking, and that it was good for him.

College Professors' Testimonials.

PROFESSOR GEO. H. BETTS, CORNELL COLLEGE,
IOWA.

Referring to Superintendent Bloodgood's article on "College High School English" in the last issue, it is a source of gratification to have him state so explicitly that he had no intention of casting reflections on college English in general or Cornell College in particular. He says, "Far be it from my mind to cast reflections on an institution as efficient as Cornell. My motive in sending out the sample was not to show that college English is a variable quantity, but to show that college professors' testimonials are unreliable."

I am sorry to have so far missed the point in the article, but as it was headed "College English," and only five lines of it given to a discussion of the professor's testimonial, while all the remainder was devoted to English, the reader will see how I made the error.

With both college English and Cornell College thus ruled out, the discussion narrows itself down to the value of college professors' testimonials. It is not my pur-

pose to pose as the champion of college professors or to discuss the value of their testimonials, but rather to inquire into the validity of Mr. Bloodgood's conclusion as based upon the data given. He says that college professors' testimonials are unreliable, and makes his statement general. Surely so broad a generalization as this should have a broad basis in induction. What are the facts? Mr. Bloodgood takes the case of *one college professor*. This professor writes a testimonial for *one student*, who has been a marked success in the professor's department, that of science, and recommends him as a teacher of science. But this student proves to be deficient in English, as is shown in his letter of application for a position. Therefore the conclusion that "College professors' testimonials are unreliable." A very elementary consideration of logic would seem to indicate that Mr. Bloodgood has made a rather sweeping conclusion, seeing that it is based on only one case.

And in regard to this one case it may be said that "the Ph. D. A. M. man," as Mr. Bloodgood insinuatingly calls him, is a professor who, by years of study in American and European universities, has placed himself at the forefront of his profession and has been rewarded for his achievements by having his text-books used in many leading colleges and universities, and his name included in the roll of the nation's great men, as printed in "Who's Who in America." His position and standing will not be seriously jeopardized by Mr. Bloodgood's slighting remarks. Further, his judgment as to the student's ability to teach the work for which he recommended him has been fully vindicated. This student is now a very successful teacher of science in a position which pays more than the one for which he applied in his home school under Mr. Bloodgood.

Thus it would appear that the whole controversy has been a "tempest in a teapot," and there seems to be no good rea-

son why it should not die down. An outsider not acquainted with Mr. Bloodgood's record in Iowa might almost be tempted to accuse him of playing to the galleries in the whole matter. As it is, we must give him credit for sincerity and the expression of his honest convictions, with only an interest in education as the prompting motive. His last article, however, definitely locates the "squeak." Would that someone could now apply the "grease."

Cube Root.*

Twenty years ago a set of cube root blocks consisted of a foundation cube, say 2 inches; three slabs or face additions 2 in. by 2 in. by half an inch in thickness; three corner pieces or parallelopipedons $\frac{1}{2}$ in. by $\frac{1}{2}$ in. by 2 in. in length; and one little half-inch cube to fill out the vacant corner, 8 pieces in all. We were taught by a method corresponding to the apparatus, to compute the size of the foundation cube and of 7 additions thereto. Most text-books still present the same antiquated method, and some schools are supplied with the old-fashioned outfit above described.

The teacher who will try the following will find it expedient thereafter to skip the method laid down in the text-book:

Apparatus: A 2-inch cube, 3 slabs or face addition half an inch thick, one of them having a face surface 2 inches square, another 2 in. by $2\frac{1}{2}$ in., and the third $2\frac{1}{2}$ inches square—4 pieces in all, the foundation cube and three additions.

Method: Find the first figure of the root by inspection as in the old way. This gives the edge of the foundation cube. Determine the thickness of the slabs by using as a trial divisor the number of units necessary to cover three faces of this cube to the depth of one unit, and compute the volume of each slab separately. The sum of these volumes is the complete divisor:

Illustration: Find the cube root of 74,088.

Form of operation:

74,088	42
64	10088
$40 \times 40 \times 3 = 4800$	
$40 \times 40 \times 2 = 3200$	
$40 \times 42 \times 2 = 3360$	
$42 \times 42 \times 2 = 3528$	10088

Explanation: Taking out of the number the largest cube which it contains, 64000, leaves 10088. The cube root of 64000 is 40. The edge of the foundation cube is therefore 40 units long. To cover three faces of this cube to the depth of one unit will require $40 \times 40 \times 3 = 4800$ units. But since we have left 10088 it is evident that the three faces can be covered to the depth of 2 units. The slabs will therefore be 2 units thick. The volume of one of them is $40 \times 40 \times 2$, another $40 \times 42 \times 2$, and the third $42 \times 42 \times 2$, a total of 10088.

After a little practice the pupil will discover that since the thickness of all the slabs is the same, the work may be shortened by using it as a multiplier only once; also that the ciphers in the trial divisor may be omitted, in which case the two right-hand digits of the dividend must be rejected in testing with the trial divisor, thus:

$4 \times 4 \times 3 = 48$	42
	64
$40 \times 40 = 1600$	10088
$40 \times 42 = 1680$	
$42 \times 42 = 1764$	
5044	10088

Make a set of blocks as above, try the method, give much practice in finding two-figure roots before passing to larger numbers, and you will note that pupils comprehend the subject more readily than they do by the old method. We append

*From Gillan's "Arithmetic in the Common School."

another example with suggestive questions

		157,464 54
		125
$5 \times 5 \times 3 = 75$		32464
$50 \times 50 =$	2500	
$50 \times 54 =$	2700	
$54 \times 54 =$	2916	
	8116	32464

If we have 157464 one-inch cubes and want to pile them in the form of a cube, how large a cube may we build first, as a foundation? (A 50-inch cube.) How many blocks will this require? ($50^3 = 125000$.) After building this 50-inch cube, how many blocks will be left? (32464). If we build on to this foundation cube, in order to preserve its cubical form we must make additions to how many faces? How many blocks will cover three faces one layer deep? ($50 \times 50 \times 3 = 7500$.) Since it requires 7500 blocks to cover 3 faces one inch deep, and we have left 32464 blocks, how deep may we make the additions? (At least 4 inches deep.) Since each of these additions or "slabs" will be 4 inches thick we may first consider only their length and breadth; what is the length and breadth of the smallest (50 in. \times 50 in.) How many blocks in one layer of the smallest slab? ($50 \times 50 = 2500$.) What is the length and breadth of the middle-sized slab? (50 in. \times 54 in.) How many blocks in one layer of it? ($50 \times 54 = 2700$.) [Same questions for largest slab.] How many blocks in one layer from each slab? (8116.) In all the slabs? ($8116 \times 4 = 32464$.) How many blocks are left after adding these slabs? (None.) State the dimensions and shape of the whole pile (a 54-inch cube.)

Pupils will soon discover a short method of making the necessary multiplications. To illustrate: The first product is always the square of a number ending in zero—an easy process. In the above example it

is 50×50 . The next product is four fifties, or 200 more than the first product, and the third is four fifty-fours (216) greater than the second.

How The Calendars were Used.

The real estate man, the dry goods man, the hardware man and the school-book man kindly remembered the teacher by sending him their several calendars for 1904. Some of them were artistic things of beauty, but he cut off the leaflets containing the calendars and made the following use of them:

His class was about half way through the first book in arithmetic and the average age was about nine years. One day he handed each pupil a leaflet with the request to add the numbers on them and prove the work. This was soon done in the usual way, adding all the numbers, then adding from left to right and taking the sum of the footings. When all the reports were in, the teacher said, "Would you like a shorter way?" All said, "Yes, sir." "What are the first and last numbers in February?" said the teacher. "One and twenty-nine," said a half dozen voices. "Add," said he. "Thirty," was the chorus. "Multiply by one-half of the greatest number." In a minute or less time Lucy said "One," Henry "Two," Zella "Three," etc., to five, where the numbering always stopped. "Number two," said the teacher; "445," was the reply; "Number 5," "435," "Right," was heard from nearly all. "How was this done?" "Multiply the sum of the first and last numbers by one-half of the last one," said Della.

Each pupil then tried his leaflet by this direction and found he could save time by it. "How can we prove it?" said Nelson. "Divide the product (sum) by one-half the largest number," said the teacher. The remainder of one-half in odd numbers led to trouble, which was surmounted in the usual way.

At the next recitation they found the sum of all the numbers from one to twelve as in the striking of the clock; and finally from one to three hundred sixty-five.

Then the teacher gave them this as a "gumption test" or whetstone to their wits: On top of a clock which strikes every hour in the usual way is a bronze horse; if it should switch its tail every time it hears the clock strike, how often would it switch its tail in twelve hours. Several answered promptly "Seventy-eight times." But those who saw the joke laughed.

Ora and Written Spelling Compared.

BY PETER A. DOWNEY, ASSISTANT COUNTY SUPT.
COOK CO., ILL.

Spelling in actual life is the expressing of ideas by means of word-forms. In a more specific sense it is the writing of a word with a pen or pencil, as one picture. It is essentially a form exercise. There is a total absence of sound while we are thus "spelling." There is no teacher near to give a clue to the needed form by an exaggerated pronunciation. We must be able to write the word or go to the dictionary. Facility in writing words comes from training in writing them as wholes; and this facility is retarded when we are obliged to think of each succeeding letter that makes up the word. Now, this latter is precisely what oral spelling does for us. It is to the proper teaching of spelling what the alphabet method is to the teaching of reading. The man or woman brought up on oral spelling may be able correctly to name and arrange the letters in every word between the covers of a spelling book, but when he comes to *write* those words, he must do the same thing, that is, he must think of each letter in the word while he writes. This is clearly a stumbling-block. There are a few people who practice writing so much, after leaving school, that they overcome this evil of oral spelling to a great extent, but it is doubtful whether they ever become entirely free from it.

Oral spelling is essentially an exercise in sound and not in form. It should be a training in pronunciation. In fact, there is an interdependence between oral spelling and pronunciation. When a child says, "gov'ment," he should be required to spell orally the word he is trying to say. This should involve the proper syllabication and accent and his pronunciation should be the correct articulation and enunciation of those syllables. When oral spelling is employed for this purpose it is a valuable exercise, but how few teachers there are who have this motive when they use it.

It is not denied that oral spelling does help the child to image the word. However, a careful test will convince any earnest teacher that the form image is by far the better one for spelling, except where the child is "ear-minded," and cannot image through the eye.

Since spelling in actual life is the writing of words in sentences, more attention should be given to this feature of the work and less to the writing of lists of words as the practice now is. Seldom, if ever, are children taught *how to study spelling*. They simply con the words in the lesson. Phonetic words receive as much attention as those of more "crooked orthography." In a word, let us who believe in spelling in our schools make the exercise more than a perfunctory performance.

The N. E. A. Investigation.

"The trouble with these conventions," said the publisher's agent as he fanned himself, sitting on the wide stone steps of the Hotel Brunswick in Boston during the great N. E. A. meeting last summer, "is that the teachers who most need instruction and inspiration can't afford to come. The N. E. A. has reached a point where it can formulate and perfect ideals which are only for the select few. The rank and file of the teaching force can feel not much more than despair in looking through the suggestions for work made by the advanced men and women

who fill the programs in the numerous departments of this splendid organization."

It is as if the railroad experts in New York should go on planning speedier trains and more crowded time tables without taking steps to see that the right-of-way out in their territory, the tracks, the bridges, the trains, the locomotives, the water-tanks, the coal, the men, in short all the operating factors up and down the line are kept in a condition to permit of high speed and frequent trains. When a man sets out to write a paper for the N. E. A. he reads all that has been written on his subject, he selects the best, puts it all in, elaborates it, and presents a monograph upon the ideal conduct of one detail of education. In the next room an enthusiast is delivering himself of a similarly prepared plan for teaching some other subject. Add together all these suggestions and you have a proposition so splendid that it is impossible.

This is not a sneer at high aims. Let us attend to the axle grease.—William McAndrew.

Cut Out Useless Words.*

- (1) She is a poor widow woman.
- (2) Find stamp herein enclosed.
- (3) We don't wish for any at all.
- (4) Where have you been to?
- (5) They both met in the street.
- (6) He walked at a quick, rapid pace.
- (7) John continued to read on.
- (8) We have got three at home.
- (9) Give me a yard off of this piece.
- (10) The man stepped on to a tack.
- (11) I shall soon have it finally completed.
- (12) We saw no one at all.
- (13) Have you got any news?
- (14) They returned back again.
- (15) He knows more than you think for.
- (16) Iron sinks down in water.
- (17) He combined them together.
- (18) Where was the note written at?

*From Gillan's Language Lessons. Copyrighted.

(19) The balloon rose up fast.

(20) They had not hardly time.

(21) We hold an annual anniversary every year.

(22) I compared them together.

World's Fair Notes.

BY R. L. BARTON.

The Palace of Agriculture is the largest building ever constructed to contain a single department of an exhibit. It is 546 x 1660 feet, and contains more than 23 acres of floor space. When the contractors of this building had completed their work, they found that it took forty men ten days to sweep the floor.

A refrigerator plant in the Missouri state building will be capable of reducing the temperature 40 degrees. There will be no more pleasant summer resort anywhere when the hot weather comes on next August. A recent report to the Director of Works shows that nearly every one of the large exhibit buildings is completed. The state and foreign buildings, numbering nearly 100, are well advanced in construction. They show about 65 per cent. of completion. The concession buildings stretching for a mile along the north side of the World's Fair, forming "The Pike," show 39 per cent. of completion, while the fraternity buildings show 80 per cent. of completion.

Grant's log cabin, removed from the place where he built it, is now a prominent feature of the World's Fair. On the ground, also, one may by and by see the original dwelling house of Emanuel Swedenborg. The reproduction of the Grand Trianon, the ancient French castle of the days of Louis XIV. will ornament the grounds and be the headquarters of the people of France who visit us. The Germans reproduce one of their royal castles for their headquarters. It presents a fine appearance and does credit to this great nation.

Of the state buildings, the Lone Star of

Texas is probably the most unique and striking. This building is in the shape of a huge five-pointed star, and is so arranged, inside and out, that the star-shape is always in evidence. It is now ready for the application of staff to the framework.

Napoleon's hat is to be an interesting exhibit in the French building. This immortal chapeau was of peculiar design, made after Napoleon's own plan, and everybody else was forbidden during his lifetime from wearing a hat at all resembling it.

A daily snow storm is to be one of the extraordinary features of the fair. The snow will fall on the hottest days of summer, regardless of the weather. This will be part of the exhibit of liquid air. Snow balls 100 degrees below zero will be made and thrown among the spectators. Blazing paper or wood, or a lighted candle, having liquid air poured upon them, will not be extinguished, but burn with dazzling brilliancy.

The floral clock will be a striking feature of the fair. It is to be situated near the Agricultural building. The dial will be 100 feet in diameter, and the minute hand about 50 feet in length. The numerals marking the hours will be 15 feet long. The face of the clock will be entirely made up of bright colored plants and flowers. In a circle surroundings the numerals will be a collection of twelve distinct plants. The hands of the clock will be made of steel, but will have wooden troughs for soil in which plants will be grown. The machinery of this gigantic timepiece will be concealed from sight. At night the clock will be illuminated by 1,000 incandescent lamps.

A "living" map of the United States, covering nearly ten acres, will be an extraordinary feature of the fair. It will show each state made out of the vegetable growths characteristic of the locality; there will be miniature farm houses in the farming countries, small forests to indicate the wildernesses, and little derricks

to show the oil regions of Pennsylvania and Texas. In the southern states cotton will be grown. Rivers and lakes will be indicated by small bodies of water. Cinder paths will mark the outlines of the states, and as all the grains and other products will be placarded, the school child will learn at a glance the nature of things he has studied. This giant map will grow near the Agricultural building. Blue grass will be growing in Kentucky, wild grass in Arizona; corn, wheat and oats in Illinois, tame grass in Indiana, medicinal and poisonous plants in Southern California, rice in South Carolina, buckwheat in New York, corn and oats in Missouri and alfalfa in Kansas. Tiny craft will float upon the Great Lakes.

The Manufacture of Methods of Teaching.

PRESIDENT H. H. SEERLEY, STATE NORMAL,
CEDAR FALLS, IOWA.

The teachers are continually compelled to deal with a proposition which taxes to the limit their ingenuity. They are not consulted regarding the subjects which they must teach their pupils, either as to their unfitness because of complexity or incongruity. The schedule is put down before them with complete plans and specifications. This work must be done in some way and it is the teacher's problem to accept the plans and specifications and invent a method whereby these unfit and unappreciated subjects can be taught to a child before his mental development enables him to comprehend or assimilate them. Hence, there are many methods devised which are fearfully and wonderfully made and which show marvelous ingenuity and ability as inventions and schemes of instruction. Their wonderfulness is past finding out and highly creditable because they show what teachers are capable of doing if they had half a chance. Such are the methods of teaching percentage to seventh grade pupils when the subject is given them four years before they are mentally ready for the intricacies and complexities of its various applications. Such are the methods of teaching proportion and other advanced subjects which are really more difficult than either much

of algebra or much of geometry. Such also are the types of primary school number teaching where a method is devised to enable the child to perform computations worthy of an adult, were the exercises accomplished by comprehending the propositions of actual arithmetic.

It is falsely assumed by those who fail to think out these problems of mental adaptability that the reason and judgment are actually being trained and that children so instructed will not need to study arithmetic hereafter by the difficult processes of thinking used by previous generations. This is a vain hope and will easily be dispelled by all who follow up these cases to the end, as the seeing process of solving problems through objects and things and ratios is not the same as the thinking process used in adult life in all arithmetical calculations. What is true in regard to teaching arithmetic before its proper time is also true to some extent in regard to other subjects found in the present day curriculum.

The teacher is compelled to invent devices, methods of illustration and peculiar plans to enable the mentally unprepared to seem to accomplish work that is beyond their years. The teacher's business under the contract is not to call anything into question as to the propriety or suitability of the mental diet thus served, for the teacher's real province is to invent a way that will be pleasant and attractive and will be such whereby the children to be instructed may take their daily doses of unpalatable food without making too wry a face or without expressing a proper contempt for a civilization which compels unreasonable and unwise treatment in the training and development of human beings.

The Football Returns Are Now In.

Nineteen lives were lost on the football field during the season of 1903. One boy was driven insane by injuries. Thirteen players were severely injured, some of them being disabled for life. The number of minor but painful accidents goes into the hundreds, and the list of the severely injured necessarily is also incomplete.

The feature of this tabulation is that it

shows the serious casualties were confined to untrained players. No member of any of the first-class elevens was killed or permanently disabled. One Yale player and one Harvard player suffered a broken leg.

No player in any of the teams of the "big nine" in the West was the victim of any hurt worse than a wrenched shoulder, a bruised head, a sprained knee, or a turned ankle.

In consequence of the injuries sustained by their players, several of the minor schools have forbidden the game of football. Two towns, Columbus Junction, Pa., and Greenfield, O., have stopped the sport as the result of petitions circulated by parents.

The Teachers' Agency.

(From the School Journal, New York.)

Although the teachers' agency has been a part of the educational world for a number of years its functions and scope are not very well understood by teachers at large. Many have no idea of the importance of the agency's work, and others look upon it with suspicion. The fact that many agencies have been at work for a score of years is a sufficient answer to any suggestion of failure. They could not have existed for so long a time had the results not justified their continuance.

As a matter of fact a teachers' agency, rightly managed, is an absolute necessity in the educational world. It is the intermediary between the employer and the teacher. The agency has demonstrated its right to existence and recognition because of its service to both parties and through them to the benefit rendered the cause of education in general.

The average teacher in search of a situation can learn of vacancies only within a small area. The agencies widen that area a thousand times. The single teacher will waste time and money investigating places which he does not desire or for which he has no qualifications. The agency supplies accurate information at once. Then again the agency probably has as many applications for teachers as applications for places. These facts show conclusively the sound grounds on which the agency is based.

The procedure is simple. The teacher makes an application, a fee may or may not be required. The agency then recommends the teacher to positions for which he is qualified and notifies the teacher of existing vacancies. It has brought the prospective employer and the employe together. It has widened the field of opportunity, opened up an avenue to advancement, secured representation, and enlisted influence that could not be secured in any other way.

A little consideration will indicate that the value of agency work depends upon the management. If the manager of a teachers' agency is not a man of the most rigid integrity, wide knowledge and acquaintance, and thorough training, that agency may be looked upon with suspicion. The requirements for the position are severe and many, but none too many for the delicate work of providing teachers for the schools. Integrity is obvious. On account of the personal character of the work in this item the manager must be above suspicion. His opportunities for deception are extensive and it is to the credit of this branch of the educational trade that so few have taken advantage of their chances for ill-using their clients. A wide knowledge of educational affairs, the needs of the schools, their requirements and the qualifications of teachers is also necessary. If the manager has this knowledge his agency will be a living force for placing applicants, instead of merely a trade directory.

The managers of the most successful and the best agencies are men known throughout the educational world, and who know superintendents, principals and school trustees everywhere. When such men recommend a teacher there is weight behind the words. In many cases they have recommended one or more teachers to the superintendent before; those teachers were successful, and the new one gets the benefit of past experience.

Naturally the manager will not recommend an incompetent. Training is a necessary part of a manager's equipment. He must be able to size up men and women. He must be acquainted with the supply and demand for teachers, and with the idiosyncrasies of school boards. Only the fittest will survive in the competition for agency existence.

Among the advertisements on our pages

are found the addresses of the leading agencies in the country. Most of them, through the experience of years, have been thoroughly tested and have proved worthy. The younger ones have the necessary qualifications which should attract teachers. These agencies cover the whole country. No one agency does this thoroughly. Each has its own field, and however broad this may be in extent of space, there will be spots where its influence is unknown. The teacher should decide what field appeals especially to him and then enroll in the agency that covers it most thoroughly.

There is no rule to be set down concerning the best agency to join. The largest and oldest usually prove satisfactory. But the agency having the largest enrollment is not necessarily the best one to take membership in, nor yet is the one filling the most vacancies always the best. In fact these may not be so good as the one having a smaller membership and operating in the same field. It must be remembered that the larger agency has more to satisfy and so the service rendered each individual will not amount to as much as is the case with the smaller agency. However, it must be remarked that the older agencies have a very strong influence.

In recommending the agencies advertised in these columns it is necessary to state what the benefits are and what may be reasonably expected of them. A very large number of the best positions in the country, in public schools, academies, and colleges are secured through agencies. The agency exists for the purpose of bringing the school and the teacher together. The interests of the teacher and the agency are the same.

No honest agency will guarantee positions. It is conceivable that a perfectly competent and worthy teacher might register in any agency, and through no fault of his or lack of attention on the part of the agency, might fail to secure a position. This is a loss to the agency, for it can only live through securing positions for its clients.

An honest, secure, and reliable agency will only guarantee to use its best effort toward securing such a position as is desired and suited to the ability and attainments of the candidates. Such an agency is worthy the support of the educational world and the patronage of all who seek to enter the profession, to enter new fields, or gain more lucrative positions.

Short Steps.

The duty of a philosopher is clear. His path lies straight before him. He must take every pains to ascertain the truth, and, having arrived at a conclusion, he, instead of shrinking from it because it seems dangerous, should on that very account, cling the closer to it, utterly regardless of what opinions he shocks, of what interests he imperils, being well-assured that if it is true it must produce ultimate benefit.—Buckle.

BE SHORT.

Long visits, long stories, long essays, long exhortations and long prayers seldom profit those who have to do with them. Life is short. Time is short. Moments are precious. Learn to condense, abridge and intensify. We can bear things that are dull if they are only short. We can endure many an ache and ill if it is over soon; while even pleasure grows insipid, and pain intolerable, if they are not contracted. Learn to be short. *Lop off the branches; stick to the main facts in your case.* If you pray, ask for what you believe you will receive, and get through; if you speak, tell your message, and hold your peace; if you write, boil down two sentences into one, and three words into two.—Farm and Fireside.

SEARCHING FOR TRUTH.

The old-fashioned schoolmaster element in us leads to a purpose to have the children do only what they are told to do, and to find only what they are told to find in a lesson or experiment. Teaching is searching for truth, or should be, and such a spirit cramps the search for truth; indeed, makes it impossible. The modern teacher of history pays a premium upon a child's finding something somewhere of which his teacher has never known or even so much as heard. This is the spirit of science, of all laboratory method. You have no faith in your theory in history, science or religion, if you fear the discovery of any-

thing that can discount your theory or shake your position. If you are right, no search light can make you wrong; if you are wrong, the sooner you get right the safer you will be.—A. E. Winship.

SOMETHING FOR NOTHING.

The president of Bowdoin College, Dr. William De Witt Hyde, is one of the great leaders among university men. One of the precepts he gave the Harvard senior class in his baccalaureate sermon was, "Take nothing you do not pay for at a fair price. Incur no debts." Here is a point for those who would have teaching regarded as a profession. The opinion is abroad, and not wholly without reason, that teachers as a class want something for nothing. When a new book is published there are at once hundreds of applications for free copies "for examination"; surprise is expressed when bills are received for periodicals, etc. The best thing in the make-up of a teacher, preacher, or any other human being is character, and the desire to get things "for nothing" eats into it like a cancer.—Exchange.

A PERIL TO LIBERAL EDUCATION.

Another peril comes from the students themselves. It is a disposition to do the pleasant rather than the hard thing, even when the hard thing happens to be the best thing. This is most common among those whose main interest in college life is social. It is also fostered by the general absorption in athletics, although it is not so much the athletes who are affected—for they are at least used to a vigorous discipline in things physical—as it is the mass of onlookers who attend the games and waste so much time discussing them. This social and athletic environment, with all its undeniable and, I believe, indispensable good, is just now doing much harm to the intellectual life of students. Because it is unduly exaggerated it is operating powerfully to disperse the students' energies in a miscellany of things outside his

studies. Things which should come second, as the relaxation of those whose first business is study, often come first, and studies must get what they can of what is left. How natural it is that such students should crowd into the easier courses. They have little interest left for anything intellectual. So far as this occurs, liberal education dies and college students come to their manhood with men's bodies and boys' minds. What is being lost is the development of virile intellectual power, a thing which simply cannot grow without exercise.—Dean West, of Princeton University.

"Why is it that Sunday school library books are so universally censured by educators and scholarly persons?" asks a correspondent. Because the artificial moral atmosphere of goody-goody stories is as mischievous as it is silly. A piece of fiction wants to be sturdy, with tonic effect. The Sunday school library is passing away. New churches have no place for it. It has no redeeming feature in this age of the world when public libraries, Book Lovers' library, and other plans are provided to supply books to everyone.—Winship.

Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

O-u-g-h.

"Good morning, dear. So sorry that
Your hands are in the dough,
We're out sleigh-riding in the park,
And hoped that you could gough."

"Oh, never mind! Of Lakeside Park
I never see enough.
Please wait a moment, and I'll get
My hat, and cape, and mough.

"I think I'll take my boa, too;
I've something of a cough.
I'll leave the bread this time for Nell.
And now at last I'm ough.

"Ah, fairyland! What sprites have wrought
With snow and ice and bough!
I'm sure the park has never looked
So beautiful as nough.

"My cough? Well, I believe
I've just a little hiccough,
Which somehow in the morning's spin
I have contrived to piccough.

"Oh, dear, the morn has quickly passed!
Too soon, it seems, we're through.
Best thanks for a delightful time.
Adiough, my friends, adiough.

—A. Fitch, Jr., in St. Nicholas.

[The combination ough has one other value in English besides the six given above, viz., that heard in the word lough, which rhymes with frock. What rhymester will send another stanza for this value?—Editor.]

Some Granules of Wisdom.

The oil of insincerity is more to be dreaded than the vinegar of vituperation.

The man who cannot be beaten is he who holds his head up when he has been beaten.

When we reach a certain age we begin to wonder at the enthusiasm children display over their birthdays.

The American boasts of liberty; the Englishman enjoys it.

A thing of beauty is a joy as long as she can look young.

Ups and Downs.

When we've chopped down a tree,
Will it grow, sirs, or not,
If we straight chop it up
On the very same spot?

Say a house has burned down
In a terrible fire—
Had it burned up, instead,
Would the flames have gone higher?

And answer me this:
When we've emptied our cup,
Have we drunk down our tea,
Or, forsooth, drunk it up?

So, to show where our speech
Has one claim to renown,
I am writing it up
While I'm writing it down!
—Edwin L. Sabin in St. Nicholas.

How To Be Great.

This fable is from Bolton Hall's "The Game of Life." If you see nothing in it then there is nothing in it for you:

The children sat down to the table.

Willy said, as he staked out a claim to the chairs: "My foresight was such that I secured these sites—seats, I mean."

Johnny, by the connivance of the servants, scooped in all the salad oil: He re-

marked, as he handed the waiter a bribe: "The Lord gave this to me as a trust." Georgie said: "By my honesty and industry I secured control of this passageway, and I am entitled to all that the traffic will bear."

Readings and Recitations.

The Supercilious Seed.

A little seed lay in the ground,
And soon began to sprout;
"Now which of all the flowers around,"
It mused, "shall I come out?"

"The lily's face is fair and proud,
But just a trifle cold;
The rose, I think, is rather loud,
And, then, its fashion's old."

"The violet is very well,
But not a flower I'd choose;
Nor yet the Canterbury-bell—
I never cared for blues."

"Petunias are by far too bright,
And vulgar flowers besides;
The primrose only blooms at night,
And peonies spread too wide."

And so it criticised each flower,
This supercilious seed;
Until it woke one summer hour
And found itself a weed.

—St. Nicholas.

"I Never Knewed."

Old Billy B. was a pious man,
And Heaven was his goal;
For, being a very saving man,
Of course, he'd save his soul.
But even in this, he used to say:
"One can't too careful be!"
And he sang with a fervor unassumed,
"I'm glad salvation's free."

But the "means of grace" he had to own
Required hard-earned gold
And he took ten pews, as well became,
The richest of the fold.
"He's a noble man!" the preacher cried,
"Our Christian Brother B."
Then Billy smiled as he subset nine,
And got his own pew free.

And in class meeting Billy told
How Heaven had gracious been,
Yea, even back in the dark days when
He was a man of sin.
"I was building a barn on my river farm—
All I then had," he said,
"I'd run out o' boards, and was feedin' hands
On nothin' but corn bread.

"I tell ye, brethren, I felt blue,
Short of timber and of cash,
And thought I'd die when the banks then bust
And flooded all my mash.

But the Lord was merciful to me,
And sent right through the rift,
The tide had made in the river banks,
A lumber raft adrift.

"Plenty o' boards was there for the barn,
And on the top a cheese,
And a bar'l o' pork as sound and sweet
As anyone e'er sees.
So I had bread and meat for the men,
And they worked then with a will,
While I thanked God, who'd been so good,
And I'm doin' of it still."

A shrill voice cried: "O, bless the Lord,"
The whole class said: "Amen,"
But a keen-eyed man at Billy looked
In a thoughtful way, and then
Asked: "Brother B., did you ever hear
Who lost that raft and load?"
And Billy wiped his eyes and said:
"Brethren, I never knowed."

—W. T. Croasdale in The Public.

O Would Some Power.

Why do we long for saintly work
Against the heathenizing Turk,
Who butchers on the stock-yards plan
The Christian Mace-don-i-an,

When here at home the lynchers make
A Roman game around a stake,
Where some poor black, to glut their ire,
Must roast and sizzle in the fire;

Or when, midst desolated scenes
Upon the tropic Philippines,
The hog-tied Malay must endure
The Yankee soldier's water cure?

The cynic-hearted "Powers" the while
Compare us with the Turk and smile—
O would some "Power" the giftie gie us
To see ourselves as others see us!

—Wallace Irwin.

The Greek's a harp we love to hear,
The Latin is a trumpet clear;
Spanish, like an organ swells,
Italian rings its silver bells;
France, with many a frolic mien,
Tunes her sprightly violin;
Loud the German rolls his drum
When Russia's clashing cymbals come;
But Britain's sons may well rejoice,
For English is the human voice.

Choice.

"To own the town!" A great ambition, true.
Indeed, my boy, I own I'm proud of you.
I wish you all success in your desire,
But really your aim might be still higher.
I honestly believe what you possess,
Ambition's greater even than success
In gaining that toward which it points the
way—
I'd rather have ambition than its pay.

"To be a famous scholar!" Better still;
The brain is richer far than any till.
This is a great ambition, yet I find
There's less ahead than has been left behind.
Fame is a cheat, we have been wisely told;
But wisdom's better, "Yea, than much fine
gold."

"To have a kindly heart!" Ah, good, my boy;
Your latest wish is not for gilded toy—
The greatest of ambitions is this last;
The only one that has not far surpassed
The thing for which it clamors. I can say,
This time, I'd give ambition for its pay.

—Floyd D. Raze.

A Modern Woman's Prayer.

[Don't throw this poem aside with the remark that it was written by "some horrid man—the hateful old thing!—so there." It was written by Mrs. J. B. Smith, and was read at a Women's Club in Marshall, Minn. The verses have considerable literary merit.]

O Lord, I come to Thee in prayer once more;
But pardon if I do not kneel before
Thy gracious presence, for my knees are sore
With so much walking. In my chair instead
I'll sit at ease and humbly bow my head.
I've labored in Thy vineyard, Thou dost know,
I've sold ten tickets for the minstrel show;
I've called on fifteen strangers in our town,
Their contributions to our church put down;
I've baked a pot of beans for Wednesday's
spree;

An old-time supper it is going to be;
I've dressed two dolls for our annual fair,
And made a cake which we shall raffle there.
Now, with Thy boundless wisdom, so sublime,
Thou knowest that these duties a'll take time;
I have no time to fight my spirit's foes,
I have no time to mend my husband's clothes;
My children roam the streets from morn till
night,

I have no time to teach them to do right;
But Thou, O Lord, considering all my cares,
Wilt count them righteous, also heed my pray-
ers,

Bless the bean supper and the minstrel show,
And put it in the hearts of all to go.
Induce the visitors to patronize
The men who on our program advertise
Because I've chased these merchants till they
hid

When'er they saw me coming—yes they did;
Increase the contributions to our fair,
And bless the people who assemble there.
Bless Thou the grab bag and the gypsy tent,
The flower table and the cake that's sent;
May our whist club be to our service blest,
The dancing party gaye than the rest;

And when Thou hast bestowed these blessings
then
We pray that Thou will bless our souls—Amen.

Soliloquy.

Now I lay me down to sleep—
Don't want to sleep; I want to think.
I didn't mean to spill that ink:
I only meant to softly creep
Under the desk and be a bear—
'Tain't 'bout the spanking that I care.

'F she'd only let me 'splain an' tell
Just how it was an accident,
An' that I never truly meant,
An' never saw it till it fell.
I feel a whole lot worse 'n her;
I'm sorry, an' I said I were.

I s'pose if I'd just cried a lot
An' choked all up like sister does,
An' acted sadder than I wuz,
An' sobbed about the "naughty spot,"
She'd said, "He shan't be whipped, he shan't,"
An' kissed me—but, somehow, I can't.

But I don't think it's fair a bit
That when she talks an' talks at you,
An' you wait patient till she's through,
An' start to tell your side of it,
She says, "Now that'll do, my son;
I've heard enough," 'fore you've begun.

'F I should die before I wake—
Maybe I ain't got any soul;
Maybe there's only just a hole
Where 't ought to be—there's such an ache
Down there somewhere! She seemed to think
That I just loved to spill that ink!

—Ethel M. Kelly, in the Century.

Mr. Toldyuso.

Here comes Mr. Toldyuso,
Smartest person here below,
Always knew just how 'twould be,
Says 'twas very plain to see
How events were coming out.
Never had the slightest doubt.
There ain't many folks, you know,
Smart as Mr. Toldyuso.

It's a tantalizing thought
When by sorrow you are caught,
That your hopes might not be dim,
Life would not be near so rough
If he would speak soon enough;
Might have missed a lot of woe
Minding Mr. Toldyuso.

—Washington Star.

The night has a thousand eyes,
The day but one;
Yet the light of a bright world dies
At set of sun.

The mind has a thousand eyes,
The heart but one;
Yet the light of a whole life dies
When love is done.

—Bourdillon.

Correspondence

Please suggest a method by which distinct utterance may be secured in recitation in case of pupils who naturally and habitually speak low.

A. P.

Place two of them at opposite sides of the room, as far apart as possible. Arrange a conversation, write it out if necessary, in a series of *easy questions* to be read by one and answered by the other. Stand beside one, and then the other in turn. Insist that they *must not talk loud nor in a high key*, but have them talk so as to make each other hear. Practice in this way frequently.

Please answer the following questions in grammar.

BURRILL MORGAN.

(1) Give the position for the adverb in the sentence, and illustrate the use of the word "only" in different positions.

(2) Give a simple sentence, expand into a complex, then into a compound sentence without any added meaning; reverse the process, that is, write a compound sentence, contract it into a complex, then into a simple sentence, without loss of meaning.

(3) Relieve these sentences of their ambiguity and give your reasons.

(a) John tried to see James in the crowd, but could not because he was so short.

(b) Lysias promised his father never to abandon his friends.

(1) The adverb should be placed near the word which it modifies and care should be taken that its position should be such that it shall not modify some other word than the one intended.

Examples:

(a) Only Mr. Smith wrote a letter yesterday.

(b) Mr. Smith only wrote a letter yesterday.

(c) Mr. Smith wrote only a letter yesterday.

(d) Mr. Smith wrote a letter only yesterday.

(a) Only Mr. Smith, no one else. (b) Only wrote, did not print it nor mail it. (c) Only a letter, not an essay. (d) Only yesterday—not longer ago than yesterday—a very recent occurrence.

(2) The answer will depend on the definitions of the terms used, but according to most grammarians the following would answer:

John and Henry will go to school at nine o'clock.

John will go to school at nine o'clock and Henry will go too.

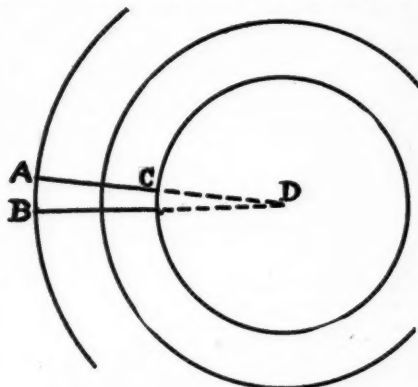
John and Henry will go to school when it is nine o'clock.

(3) (a) The word he is ambiguous; substitute the name of the one who was so short. (b) Insert the word *father's* or the word *own* before friends, according to the meaning to be conveyed. Ordinarily these sentences would not be ambiguous, for the context would leave no doubt as to the meaning intended.

An Ingenious Solution.

H. C. Lanterman, of Godfrey, Ill., solves the problem of bisecting a board 10 feet long and 12 inches wide at one end, 6 at the other (see page 148), by the following unique method:

Let B C be the board. Extend the sides till they meet at D. The triangle A B D may be regarded (practically) as a segment of the circle whose radius is 20 feet and whose center is at D. Describe this circle, and also another



from the same center with a radius of 10 feet (the inner one of the three shown in the figure.) The area of the inner circle is $10^2 \times 3.1416$ and of the outer $20^2 \times 3.1416$. The difference of these areas equals the ring whose width is A C = 300×3.1416 . Half of this added to the area of the inner circle equals the area of the median circle which cuts the board. $150 \times 3.1416 + 100 \times 3.1416 = 250 \times 3.1416 = \text{area of median circle}$. Dividing this by 3.1416 and extracting the square root of the quotient we get the radius of the median circle = 15.8114 ft. Subtracting the radius of the inner circle, 10 feet, leaves 5.8114 feet, the width of the inner half of the ring, or the distance from the end C at which the board should be cut.

[It may be objected that the solution deals with AB as an arc, whereas it is given in the problem as a straight line; but although in his solution the ends of the board arc assumed to be arcs, these arcs

differ but slightly from straight lines, and one being convex, the other concave, the deviation at one end is almost counteracted by the opposite deviation at the other end, so that the result is correct to within about one two-thousandth of an inch.—Editor.]

Is it proper to call the boys and girls in a school "scholars"?

A Sauk County Teacher.

Yes; why not? See Webster's International.

What should I pay for bonds whose face value is \$1,500, due 5 years hence and bearing interest at 8 per cent. per annum, payable semi-annually, so that I may neither gain nor lose, money being worth 10 per cent. per annum?

H. A. WITHEE, Jacksonville, Ill.

When we have a difficult problem of this kind, we always feel safe in referring it to our old friend, A. J. Hutton, of Waukesha.

This we did and here is his answer:

Dear Mr. Gillan:

Your little "sum" may have a good many answers according to the principle used in solving it. Under the United States rule for partial payments the answer is \$1,400.

Any sum of money at simple interest for 5 years at 10 per cent. amounts to $3/2$ of itself. \$1,500 at simple interest for 5 years at 8 per cent. amounts to \$2,100; \$2,100 is $3/2$ of \$1,400. A note of \$1,400 running 5 years at 10 per cent., upon which regular, equal payments of \$60 each are made, at the end of each six months' period amounts to \$2,100. Since each payment is less than the interest due at the time it is made, the computation is very easy.

The Bulletin.

St. Louis Notes.

Preparation for the World's Fair has had the place of honor in meetings and discussions. The school authorities and teachers appreciate fully that this is to be a great year for educational interests. Visitors may be sure of a warm welcome, and an opportunity to see the educational features of American schools with a completeness never before equaled.

The Missouri State Teachers' Association met at St. Joseph during the Christmas holidays. An attendance of over 800 is reported. Mr. Ben Blewett, assistant superintendent of the St. Louis schools, was elected president for next year. The next session will be held at Columbia, the seat of the State University.

The number belonging in the St. Louis schools for the first quarter was 76,341, the number in the evening schools was 3,561. The number in the high school showed an increase of 444 over last year.

Prof. Gilbert B. Morrison has been chosen as principal of the new McKinley High School, St. Louis. This school opened in January. Mr. Morrison comes from Kansas City, where he was principal of the Manual Training High School.

The William McKinley high school will be opened the first of February. It is to be a manual training high school. An additional corps of twelve teachers will be necessary to open this school; with these will be transferred from the Central high school enough to bring the corps up to about thirty. Mr. William Scuyler goes with the transfer and becomes head assistant.

The State Teachers' Associations of Minnesota, Iowa and Wisconsin went on record at its recent meeting as favoring the reformed spellings recommended and used by the N. E. A. in its published reports.

A well-worn carpet six years old worth \$9,000 is rather unusual. Yet that is what Uncle Sam has just realized from melting up the carpet in the adjusting room of the San Francisco mint. In this room the coins are filed down to proper weight and the finer gold dust sinks into the carpet.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the text-book lessons. A new edition has been issued, which brings the references to population up to the latest census. Price 40 cents. Address this office.

The state department of education of South Dakota has brought that state into disgrace by sending out a begging letter to publishers, explaining that since the legislature did not make adequate appropriation for the state superintendent's department, he wants from \$500 to \$800 as a voluntary contribution from publishing houses for printing the state library list. His circular letter contains this suggestive statement: "We desire to apportion the expense of printing the catalogue among the book houses according to the number of their publications listed."

We have been politely requested to "cough up" on this basis, having been represented as publishers in a small way on the South Dakota list. We do not expect to see any of our books named in the new list, for we draw the line at blackmail.

Henry Houk, the famous institute storyteller of Pennsylvania, who has probably addressed more teachers and made more people laugh—not at him, but with him—than any other public speaker in America (and this means also that he holds the world's record), was given a Christmas present of \$1,000 and three months' leave of absence from the work of the office of chief assistant to the State

Superintendent, a position which Mr. Houk has held about thirty years. The money was the gift of the teachers of Pennsylvania, contributed in sums not to exceed 25 cents from anyone. The presentation occurred at the close of the institute in Indiana, Pennsylvania, just before Christmas week. The fund is to be used in defraying the expense of a trip to Egypt, Palestine, and other Mediterranean countries.

La Follette (not Governor La Follette, but the passenger agent of the Big Four), says in a circular just issued: "A lot of 'hale fellows' are going to leave Chicago at 1:00 p. m. Saturday, Feb. 20, and spend Sunday in Chattanooga." They will then proceed to Atlanta to the national meeting of superintendents, which will probably be one of the notable meetings in the history of the association.

Such a trip South in winter is a good thing even for those who are not hale. We understand that Major A. J. Webster-Cheney will be one of this party. He will doubtless carry an "International" concealed in his baggage and will thus have at hand the means of deciding whether the crowd is a lot of hale fellows or of hail-fellows, or both.

For other information "along this line" see advertising pages. Both the Big Four and the Monon have something to say that will interest those who are going to Atlanta.

We have a few subscribers on our list whose subscriptions are long past due. To all such we would politely but firmly say, PAY UP. We don't want the money to pay the printer; he is paid. We don't need it to make improvements in our journal: we are going to make them anyway. We want it simply because that is business; we have earned it, and it is due us. We accept time subscriptions cheerfully to accommodate our patrons, but every time subscription on our books is backed by the written promise of the subscriber to pay at a definite date, or personally guaranteed by the agent who sent it in. We expect prompt payment of these obligations when due, or the courtesy of explanation and a request for extension of time, which will be cheerfully granted if the request is reasonable. We see no reason why teachers should not be governed by the same business principles as other people. If you are one of the delinquents, please settle at once and save yourself the annoyance and us the trouble of making collection.

How the People Rule. Civics for boys and girls, by Charles DeForest Hoxie, member of the New York Bar, 165 pp., Silver, Burdett & Co., has a live, practical tone that arouses interest. It is written in a direct, logical, clear style, and it avoids the technical side of civics that would repel young readers. Concrete, every-day illustrations put the pupil at once in touch with the subject he is studying; he is shown the necessity for a law against ball playing in city streets, and so comes to understand the purpose of laws in general. Such use of the familiar rules of street, school and curb proves a helpful introduction to the study of more formal laws and organizations.

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The new edition of **THE WESTERN TEACHER SONG BOOK** contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write S. Y. Gillan & Co., Milwaukee.

The Universal System of Practical Bookkeeping, by Snyder & Thurston, American Book Company, is a complete text-book on double-entry bookkeeping, omitting all unnecessary or unimportant matter.

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Erline Sinclair, a schoolteacher in Indiana, was set upon a few weeks ago by six big girls, who tied her fast into a hog trough and carried her to a pond. There the girls cut a hole in the ice and placed the teacher in the water with only her head above the water. The six young she-devils next proceeded to build a fire to keep themselves warm, while for about an hour they gloated over the teacher's predicament as she writhed in agony.

Go South Young Man.

No part of our country offers more varied opportunities to-day than the South. Rich soil awaits the touch of thrift and enterprise. Farming lands suited to a wide variety of products, may be had at low prices. These lands offer present profit to those who bring modern methods to their cultivation, and promise steady increase in value.

There is scarcely a line of industry where the chances of success in the South are not good. There is a great day dawning for the South, but it needs men and capital. Intelligence and thrift can nowhere find quicker returns or a surer harvest.

In the last twenty years farm property there has increased in value 72 per cent. The cotton crop brings about \$350,000,000 annually; the South manufactures about half the cotton fabric of the country. The coal and iron development has been marvelous, and the lumber jack has begun to invade the Southern forests.

The South produces 75 per cent. of the cotton of the world, and manufactures only one-fifth of what it raises. New England manufactures another fifth and the world at large the rest. The spindles are making a rush toward the cotton fields. Transportation and power (that is, cheap fuel) determine the location of profitable manufacturing establishments.

Perpetual spring reigns on the Gulf; roses nod to the breezes; live oaks, magnolias and palms present a luxuriant verdure. As a winter resort the Gulf region will always be attractive.

On a trip South in winter, of the twenty-

four hours between St. Louis and New Orleans, on the Mobile and Ohio railroad, not one is without its special interest. The corn shock gives place to the cotton bale, the wheat field to that of tobacco; the deciduous forest to the evergreen, and the depot crowd changes color.

Economic development is toward the South. Capital no longer draws raw material to it—raw material draws capital. Money and brains are done up in parcels more convenient for shipment than is raw material. In climate, soil, forests and minerals the South is unmatched. What the next half century has in store for her when her schools have begun to realize on their expectations, and capital and enterprise are attracted thither will make a wonderful chapter of our national history.

R. L. BARTON.

Lessons in Mathematical Geography by S. Y. Gillan, Milwaukee, is a unique presentation of this interesting subject. The work in Mathematical Geography as outlined for Illinois, Wisconsin and many of the schools of Iowa and Missouri follows the plan of the book. One superintendent ordered 300 copies for use in his eighth grade. Price 10 cents, or \$1.00 a dozen.

The little brown church which furnished the inspiration for the words and music of the song, "The Little Brown Church in the Vale," still stands near Nashua, Iowa. On account of this distinction an association called "The Little Brown Church" Association has been formed for the protection of this landmark. The author of the song is Dr. W. S. Pitts, now living in Fredericksburg, Iowa.

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Books Received.

We will give the name, publisher and price (if reported to us) of every book that we receive. We will give notice or review of such as space and our judgment will permit. Some of the books in this list will be reviewed in subsequent issues. All volumes are cloth unless otherwise noted. A copy of any book in this list will be sent on receipt of the price.

Practical Bookkeeping, by C. Snyder and Ernst L. Thurston. Quarto, 192 pp. Ginn & Company.

Life of Johnson (Macaulay), edited by Albert P. Walker. 92 pp. D. C. Heath & Co.

A Primer of English Literature, by Abby W. Howes. 190 pp. D. C. Heath & Co.

Zoölogy, by Buel P. Colton. Part I, Descriptive, 376 pp.; Part II, Practical, 234 pp. D. C. Heath & Co.

Merchant of Venice, edited by Wm. J. Rolfe. 236 pp. 56 cents. American Book Company.

Grimm's Kinder- und Hausmärchen, edited by B. J. Vos. 191 pp. 45 cents. American Book Company.

Monsanto and Languellier's Practical Course in Spanish, revised by F. M. Josselyn, Pr. 398 pp. \$1.25. American Book Company.

Money, Banking, and Finance, by Albert S.

Bolles. 336 pp. \$1.25. American Book Company.

The Book of the Short Story, by Alexander Jessup and Henry S. Canby. 507 pp. \$1.10 net. D. Appleton & Co.

Le Mare au Diable (Sand) edited by Leigh R. Gregor. 100 pp. 40 cents. Ginn & Company.

New First Music Reader, by Jas. M. McLaughlin, Geo. A. Veazie and W. W. Gilchrist. 122 pp. 30 cents. Ginn & Company.

Scott's Ivanhoe, edited by Carrie E. T. Dracass. 551 pp. 60 cents net. D. Appleton & Co.

Physical Laboratory Manual, by H. N. Chute. 265 pp. 80 cents. D. C. Heath & Co.

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Doña Perfecta (Galdós). Edited by Edwin S. Lewis. 377 pp. \$1.00. American Book Co.

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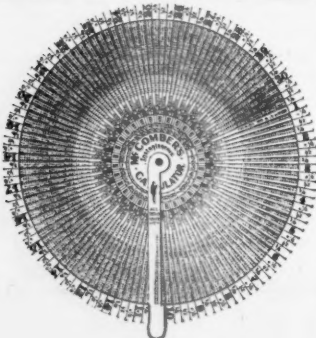
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